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ABSTRACT

Written as a companion resource to "Early Childhood Essential Elements," a document developed by the Education Service Center, Region VI, Huntsville, Texas, this first volume of a two-volume activity guide provides activities enhancing children's cognitive, communication, and motor skills. Activities included in the guide are compiled from a variety of sources, represent many levels of difficulty, require an assortment of materials, and employ several different approaches. While the level of difficulty is not coded, activities usually can be modified or expanded to present challenges at different levels. Each section contains a list of readily available or easy to make materials. While behavioral, developmental, interactional, and problem solving approaches are appropriate for specific activities, many activities in the guide are best presented behaviorally. The format of each activity provides title, statement of purpose, list of materials, description of activity, indication of time required, list of related skills/developmental area, suggested instructional strategies, activity evaluation guidelines, and helpful hints for implementation. At least 50 activities are provided for each developmental domain. (RH)

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50+ Activities for Early Childhood Essential Elements

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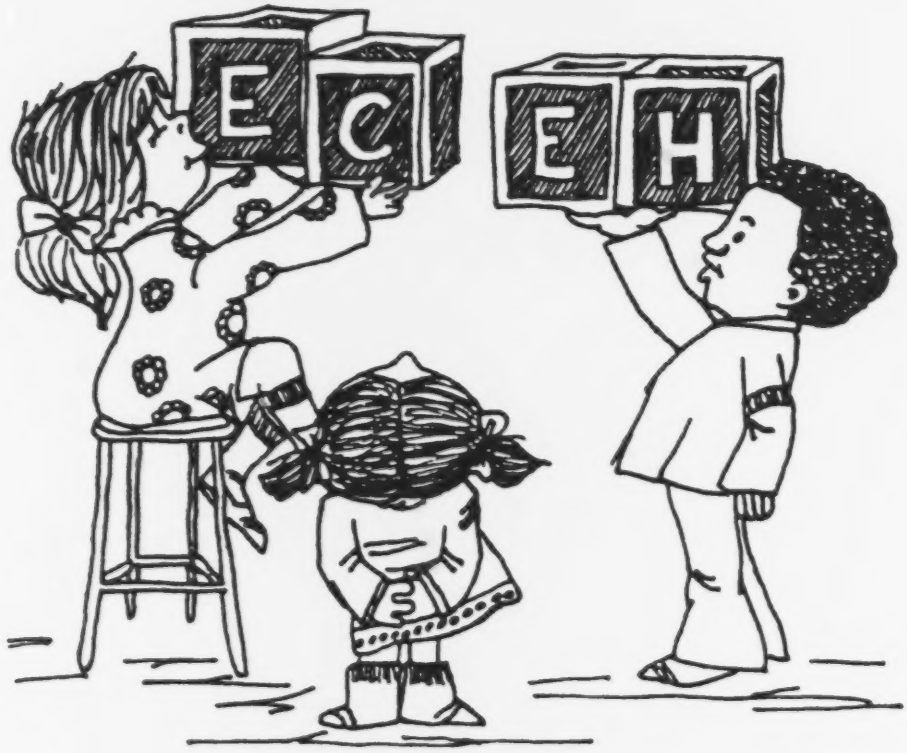

Volume I

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Developed and Written by Early Childhood Activities Development Committee

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50 + Activities
for Early Childhood Essential Elements

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The 50 + Activities for Early Childhood Essential Elements were developed under the leadership of Al Stewart, Early Childhood Specialist, Education Service Center, Region VI. It was designed as a companion document to the Early Childhood Essential Elements, developed by the Education Service Center, Region VI, Huntsville, Texas, 1984. The activities document is the product of many hours of locating, editing and developing activities by a team of consultants:

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Wendy L. Skains	Secretary Department of Special Education Education Service Center, Region VI Huntsville, Texas

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INTRODUCTION

The Fifty Plus activity guide is written as a companion resource to the Early Childhood Essential Elements developed by the Education Service Center, Region VI, Huntsville, Texas, 1984. It presents activities for each of the developmental domains listed in the Essential Elements document. The activities are compiled from a variety of sources and represent many levels of difficulty, use an assortment of materials, and employ several different approaches.

Level of Difficulty: Some activities within a developmental area may present a concept and encourage children to explore, often with the teacher, an idea that is emphasized in the activity. Some activities are offered to children as practice activities. These provide opportunities for children to work by themselves or in small groups practicing the concepts or skills presented. Practice activities may be slightly harder than the exploration activity. Some activities are challenging and are at a mastery level. Then there are activities in each developmental area that present variations on special challenges or are very complex. The level of difficulty is not coded in the format. Usually, activities can be modified or expanded so that they present a challenge at each of the levels. In compiling these activities, an array of challenges have been included.

Assortment of Materials: Each section has a list of materials. The list is not comprehensive, but is intended instead as a "shopping list," giving the teacher a reference for planning. Specialty materials have been avoided. Activities that rely on expensive or custom materials are not included. While some activities do describe materials that the teacher will have to make, usually these are simple in design and quick in the making. If you do make materials for these activities make them to last! Use sturdy, durable supplies and protective, dirt- and tear-resistant finishes.

Approaches: These activities are pulled from several different approaches used in working with special children. The behavioral approach teaches through step-by-step activities. Each activity is task analyzed. One step in the task is taught and then another step in the task is taught. Many activities in this collection are best presented behaviorally. The developmental approach

emphasizes the importance of matching the activity to the child's ability and encouraging play or work with materials. Generally, the developmental approach does not use as highly structured activities as the behavioral approach does. The interactional approach includes activities that require verbal conversations and other communication exchanges. This approach is highly recommended for children with language delays. The problem solving approach is designed to present experiences so the child discovers how the activity is similar to or different from what they have already experienced, and then seeks to find the reason for the discrepancy. In most classrooms, teachers present activities from all four approaches depending on the situations and the needs of the children. Activities in this collection represent all four approaches.

UNDERSTANDING THE FORMAT . . .

Activities: Each activity is written with uniform components. They are:

1. Title - Each activity is titled so that the content of the activity is revealed quickly.

2. Purpose - The focus and/or the objective of the activity is described as the purpose. With a different emphasis, many activities may be used for a different purpose without changing the structure. Look for flexibility in the activities and adapt purposes to classroom needs.

3. Materials - The required materials for each activity are listed.

4. Description - Each activity is briefly described. Detail and precision are sometimes omitted in favor of brevity. Structure activities to each child's needs using the description as a guideline.

5. Time - Each activity includes an estimate of the time it takes to present it.

6. Related Skills/Developmental Area - Skills from the essential elements that can be taught through this activity are included here.

7. Format - Individual, small group, or total group are the three most common formats used.

8. Evaluation - Observations of behaviors that indicate the child's mastery of the activity are described.

9. Helpful Hints - Some ideas here present modifications, variations, and possible adaptations of the activity. Teachers are encouraged to include notes to themselves for possible modifications.

Sections: Each section represents a developmental domain. The domains correspond to those used in the Early Childhood Essential Elements. All sections include at least fifty activities. Several of the sections have many more activity options.

The activities are not presented in a specific order.

REMEMBER THE BASICS . . .

The teacher is the decision maker! This collection of activities is intended as a resource, not a curriculum. Use it to plan and organize a program suited to the individual needs of your children and your teaching style.

TIPS FOR COGNITION: PERCEPTION AND THINKING SKILLS

Eyes staring attentively, furrowed brow, tongue perched on the outside corner of the mouth - - watch out! Child in thought!

Thinking is a part of everyday work and play. It begins with perceptions. Information that is gathered by the eyes, ears, nose, skin, and tongue is sent to the brain. There the information is analyzed, remembered, and used for other experiences. Problem solving, language, and movement do not fully develop without sensory information to build perceptions. In this section there are sensory and problem solving activities. These activities are both fun and challenging. To get the most from these activities you may want to follow a few suggestions that will help you with preparation.

1. Consider the developmental level of each child. It may be necessary to adjust some activities so they are more suitable for the age, interest, and skill level of the child.

2. Perceptual and sensory work is fundamental to cognition. Emphasize the sensory aspects of activities.

3. Use natural situations. The activities presented here are mostly orchestrated by the teacher or another adult, but many opportunities such as walks, water play, sand box and meals are good times to sharpen thinking skills.

4. Design learning environments so that natural exploration can occur. Plants, animals, water, wind and sand all appeal to children's interests. Include them in the environment.

5. Respect, appreciate and enjoy each child's inquisitive play. Capitalize on "experiments" children invent by presenting slight variations to their explorations.

NOTE: There is no special sequence to the presentation of these activities. Select activities according to the unique needs of your children.

EQUIPMENT/MATERIALS FOR COGNITION

puppets

materials to make puppets

materials to make mobiles

flashlight

cloth scraps

jar rings

overhead projector

spice jar with shaker top

round colored toothpicks

cardboard tubes

bleach bottles

margarine tubs

break apart Easter eggs

coffee cans

blindfold

record player

rather coarse fabric for 4 placemats and 4 napkins, 1 1/3 yard mats about 12 x 8, napkins about 8 x 8

roll adding machine tape

masking tape

juicer

knife

cutting board

small cups

oranges

newspaper to protect tables (art, cooking) and floor

COGNITION (CONT.)

12 x 18 construction paper, assorted colors

scissors

pictures of nature from magazine

boxes covered with paper: dishwasher, powdered milk, etc.

block of ice

tools: hammers, nails, saw, brace and bit

large tub or pan

empty cans (band-aid) or bottles (non-toxic pill bottles)

36" craft paper

wall paper sample books

scissors

crayons

templates (shapes) (can make from coffee can lids)

cardboard boxes: large and small

magazines

real phone (doesn't have to work)

colored chart paper

lunch sacks (for collecting treasures on walks)

sentence strips

markers

2 - 3 qt. clear plastic container (or plastic shoe box)

buttons galore - all kinds

small paper plates

glue

cardboard shoe boxes

sets of objects for number boxes

sandpaper numerals

COGNITION (CONT.)

chalkboard and chalk or flannel board and large numerals or make numerals from yarn for flannel board

washtubs or dishpans

small scrub board

homemade or bought bar soap

rope for clothesline

clothespins

2" to 4" paint brushes

small pails for water

assorted plastic jars - preferably with large, easily managed lids

field sized ironing board

iron

play dough

sand table/water table

35mm camera

film (if fast black and white film is used no flash will be necessary)

attribute blocks

Cuisenaire rods

a set of geometric solids

Montessori red and blue rods

unit block set and large hollow blocks (both sets should include multiple shapes and sizes but size should be based on a common unit)

magnifying stool

magnifying hand lens

cooking utensils (pots and pans, mixing spoons, egg beater, measuring cups and spoons, baking dishes)

toaster oven

blender

popcorn popper

hot plate

ACTIVITIES FOR COGNITIVE

TITLE: Blindfold Game

Purpose: to develop skill of changing body movements in response to sound

Materials:

Blindfold

Description: Blindfold a chosen child and have him/her stand in the middle of the circle. Teacher moves from various places in the room and calls child's name. Each time the child must turn his/her body to face the voice.

Time: 5 - 7 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — small group

Evaluation: Teacher observation.

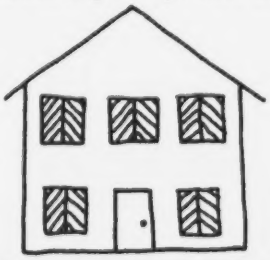
Helpful Hints:

TITLE: Picture Windows

Purpose: to develop auditory matching of pictures to the spoken word

Materials:

Each window of the house opens in the center by opening the shutters



When opened, selected pictures are behind.

Description: Each child takes turn opening the shutters. The child must make a complete sentence and name the picture in the window. Ex: It is a man.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Language Development
Sharing — small group

Evaluation: The child will name the pictures.

Helpful Hints:

TITLE: Knot Heads

Purpose: to develop auditory discrimination

Materials:

12 large plastic break-apart Easter eggs
Permanent felt markers
Tape
Small items, such as: rice (uncooked), water, coins, beans, bells, cotton, screws, rubberbands, paper clips, salt

Description: Decorate the outside of the egg with facial features. Place a small amount of 1 item in each of 2 eggs. Close and seal with tape. Place eggs in front of child. Child shakes each egg, trying to find 2 eggs that have the same sound. The game continues until all eggs are matched.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Social/emotional — individual/small group
Listening skills

Evaluation: The child will match the sounds of the eggs.

Helpful Hints: Variation: place same objects as in the eggs on the table - child matches object to the egg that makes the sound of that object.

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TITLE: Can Drums

Purpose: to develop auditory discrimination and auditory memory

Materials:

2 - 3 lb. coffee or shortening cans with plastic lids
Decorative contact paper (optional)

Description: Remove label and bottom from each can. Place a plastic lid over one end of each can. Add contact paper to can, if desired. Both child and teacher have drums. Teacher taps out a rhythm on a drum and child repeats rhythm on other drum.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Listening skills — individual

Evaluation: The child will be able to correctly repeat the rhythms.

Helpful Hints: Begin with simple rhythms, progressing to more complex.

TITLE: Circle Stoop

Purpose: to develop auditory discrimination

Materials:

Record player
Children's record

Description: Children skip, run, or trot to recorded music of appropriate rhythm. When music stops, they must stoop. The last child down is eliminated. The game continues until 2 or 3 children remain in circle.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — small/large group
Social Skills

Evaluation: The child will listen for cue.

Helpful Hints: This activity can be used as musical chairs, ball-pass (when music stops, one who is holding ball, sits and is out of the game). Teacher is definitely the referee.

****

TITLE: Noisy Cards

Purpose: to develop recognition of specific sounds

Materials:

Picture cards: sheep, cow, humming top, motor boat, clock, crow, dove, airplane, bee, snake, bell, bulldozer, tiger, car, etc.

Description: Make picture cards that suggest sound effects. Put pictures face down, child chooses card (making sure the card isn't shown to others), makes the sound that the picture on his card would make. The other children in the group must guess what would make that sound.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — small group
Taking turns

Evaluation: Teacher observation.

Sounds: Show picture for each animal or object; sheep - baa, baa; cow - moo, moo; humming top - mmmmm, mmmmm; motor boat - pa, pap, pa; clock or watch - tick tock, tick tock; crow - caw, caw; dove - coo, coo; airplane or mosquito - pst, pst; bee - buzzzzz; steam or snake - sssss; quiet - sh, sh, sh; bell - ding dong, ding dong.

Helpful Hints: Suggest sounds.

TITLE: The Seasick Witch Story

Purpose: to develop verbal cue response

Materials:

Seasick Witch story
Story props
(witch, hat, broom, cape, moon, cat)

Description: Choose 6 children to hold story props. As teacher reads the story, each child is responsible for listening for the cue and holding up the appropriate story prop.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Following directions

Format: small/large group

Evaluation: Teacher observation.

Helpful Hints: Many stories can be used for this type of activity with added props.

THE SEASICK WITCH

Once there was a young witch who lived on the moon. The witch had, or thought she had, everything that a good witch ought to have. She had a hat and a broom and a cape. But one thing was wrong. Whenever the witch went out on her broom and flew away from the moon, she got seasick. The poor witch had tried three times, but she never had any fun witching around at all. So she decided to go to the oldest witch on the moon and ask her what to do.

The old witch said, "What's the trouble, Dearie?"

The young witch said, "Everytime I put on my hat and cape and get on my broom and fly away from the moon, I get seasick. I never have any fun witching around at all."

"Where's your cat?" asked the old witch.

"My cat?"

"Why, yes, Dearie. You have to have a cat on the back of your broom to hold it steady. Then you'll fly smoothly when you leave the Moon."

So the young witch put on her hat and cape and got a cat and put it on the back of her broom and flew smoothly away from the moon and had lots of fun witching around on HALLOWEEN.

C-10

TITLE: Toothpick Game

Purpose: to develop eye-hand coordination

Materials:

15 - 20 round toothpicks
Spice jar with shaker top

Description: Child places toothpicks into holes in the shaker top one at a time.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Math skills — individual
Fine motor

Evaluation: The child will put the toothpicks into the jar.

Helpful Hints: Make sure holes in shaker top are large enough for toothpicks to go through. This could be used as a counting activity.

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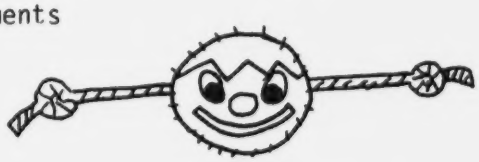
TITLE: Stuffed Kick Toy

Purpose: to develop intentional body movements



Materials:

Felt (2 pieces - 12" x 12")
Material scraps
2 - 1 1/2' long pieces of thick elastic
Needle, thread
Clean, old pantyhose

Description: Cut 2 circles of felt, each about 1' in diameter. From material scraps, cut out facial features and sew securely to one of the circles. Sew each piece of elastic securely to opposite sides of the other circle. Sew the outsides of the circles together, leaving a 3" opening. Stuff with clean pantyhose. Sew closed. Attach the ends of elastic to the crib sides so the stuffed pillow is within kicking distance of the child.

Time: 5 minutes

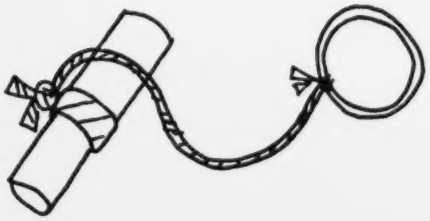
Related Skill(s)/Developmental Areas: Format:

Gross motor — independent/infant
Cognition (cause and effect)

Evaluation: The child will kick the crib toy.

Helpful Hints:

TITLE: Ring Catch



Purpose: to develop eye-hand skills

Materials:

Long thin cardboard tube
wide cardboard tube
contact paper, string
scissors, knife

Description: With the knife cut one 1" wide section from the wide cardboard tube. Cover the "ring" and the long tube with contact paper. Cut a long piece of string. Tie one end of string to end of the long tube. Tie it tightly. Tape over it so it will stay securely. Put the wide ring on the string. Tie. The child holds the tied end of the tube. By swinging the string, the child tries to catch the ring on the tube.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Gross motor — individual

Evaluation: Teacher observation.

Helpful Hints:

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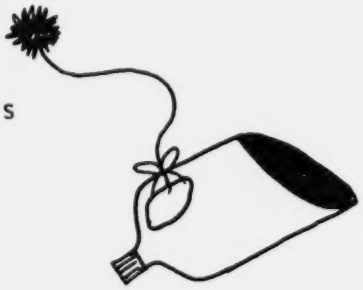
TITLE: Scoop Catch



Purpose: to develop eye-hand motor skills

Materials:

1 Bleach bottle
Scissors
Pom-pom ball
String

Description: Carefully cut bleach bottle to make a scoop. Attach a pom-pom ball to the handle of the scoop with string. The child tries to swing it into the scoop.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Gross motor — individual
Social/emotional

Evaluation: Teacher observation.

Helpful Hints:

TITLE: Lacing Cards

Purpose: to refine eye-hand motor skills

Materials:

Plastic lids, thick yarn
paper punch, colored contact paper
glue, scissors

Description: Cut out simple designs from contact paper. Put 1 design on each plastic lid. Punch holes around contact paper, either following the outline of the design, or just in a circle.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Fine motor — individual/small group
Social skills

Evaluation: Teacher observation.

Helpful Hints: Put glue on the ends of the yarn to make the ends stiff. Teacher may demonstrate the words "over" and "under" in showing the child how to lace.

****

TITLE: Smell Boxes

Purpose: to identify familiar smells

Materials:

10 margarine tubs (filled with coffee, mint, cinnamon, lemon juice, tuna, banana, apple, onion and chocolate)

Description: Punch pin holes in the lids of the margarine tubs to allow odors to escape. Have child smell the container and see if they can identify the odor.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Sharing — small group

Evaluation: The child will identify by odor what is in each container.

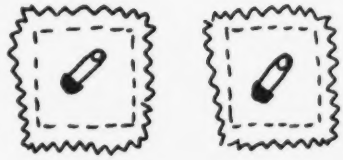
Helpful Hints:

TITLE: Matching Fabric "Feelies"

Purpose: to develop tactile discrimination

Materials:

20 - 4" x 4" fabric scraps sewn together with a small object inside, such as paper clips, small rocks, brads, nails, coke caps, pecans, etc.



(inside 2 swatches sew a small object for the children to match)

Description: Give a child 4 or 5 different swatches to handle (making sure the 2 that match are included in the group). The child will hold and feel each swatch and try to decide which 2 swatches contain objects that are exactly the same.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Expressive Language — individual/small group

Evaluation: Teacher observation.

Helpful Hints: Use of knit material is best. Use all the same fabric or be sure that the matching objects are sewn inside different patterned fabric, so the child will be matching objects instead of fabric patterns.

****

TITLE: Rubbing

Purpose: to develop tactile perception

Materials:

Powder, lotion

Description: Sprinkle powder on arms and legs of children and have children rub it in the skin. Use lotion, too.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Language Development — small group

Evaluation: The child will enjoy tactile stimulation of rubbing.

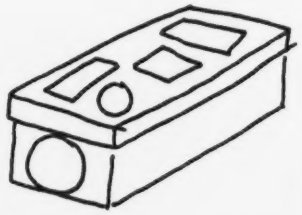
Helpful Hints: Also could spray arms and legs with water from spray bottles and rub body parts dry.

TITLE: Feely Box

Purpose: to develop tactile discrimination

Materials:

Feely box (shoe box, with hole cut in one end)
Feely box items



(glue matching items on shoe box top to match inside items)

Description: Child must reach into "covered" feely box and feel an item. With the other hand, the child will find the other feely object on the top that feels the same as the one in the box.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — small group
Sharing

Evaluation: The child will match the objects that are alike in texture.

Helpful Hints: Several boxes will minimize waiting. Get several boxes that are the same size and prepare lids to interchange on one box "bottom."

****

TITLE: Surprise Box

Purpose: to develop tactile perception and name familiar objects

Materials:

Decorated sacks, boxes or socks
Familiar objects

Description: Give a child a chance to feel the object in the sack. The child must identify the object by touch.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Language Development — small group

Evaluation: Teacher observation.

Helpful Hints: Can also use sandpaper letters and/or numerals hidden in a container for the child to identify.

TITLE: Moving Pictures

Purpose: to recall name of missing activity

Materials:

Large, action picture cards of familiar places, such as farm scene, zoo, playground, etc.

Description: Given a chance to view and study a picture, the child can tell one thing happening in the picture after it has been removed.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Language skills
Following directions

small group

Evaluation: The child will recall the events in the missing picture.

Helpful Hints:

****

TITLE: Hanging Mobiles

Purpose: to encourage focusing and eye movement

Materials:

Aluminum pie tin, hammer, nail, assorted colorful household objects, yarn, button

Description: Punch holes along rim of the pie tin. Also punch 1 hole in the middle. Thread yarn through the holes. Hang objects from the yarn attached to the rim. Tie a flat knot at the other end. Tie a knot around a button on the bottom side of the middle piece of yarn. Make a loop at the other end, and hang the mobile by this loop.

Related Skill(s)/Developmental Areas: Format:

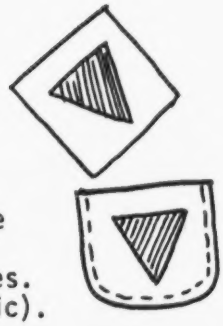
Fine Motor

infant/individual

Evaluation: The child will focus and follow with eyes the objects on the mobile.

Helpful Hints: Objects to hang: feathers, plastic fruit, wooden utensils, yarn fuzz balls, cardboard shapes, thread spools, shiny objects, drinking straws, seed packets, tinker toy structures, egg carton pieces, pictures mounted on cardboard.

TITLE: Pick Pockets



Purpose: to match shapes

Materials:

10 - 15 pockets made from construction paper glued to form a pocket. On each pocket glue or draw a different shape.
10 - 15 cards to match with pockets with shapes. (Can be cut from different patterns of fabric).

Description: Show the children the pockets. Display the cards. Ask the child to match pocket and card shapes by putting the card into the appropriate pocket.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Fine motor skills small group

Evaluation: The child will match the shapes.

Helpful Hints:

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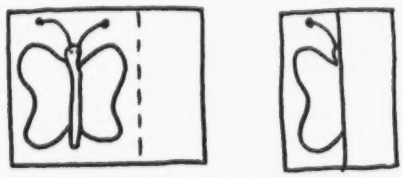
TITLE: Guess What



Purpose: to develop visual memory

Materials:

10 - 15 familiar pictures on cards (Fold over one end to hide part of the picture)

Description: Show child the fold-over cards. Ask the child to guess what it is. After guessing, have the child open the cards.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Language development small group

Evaluation: Teacher observation.

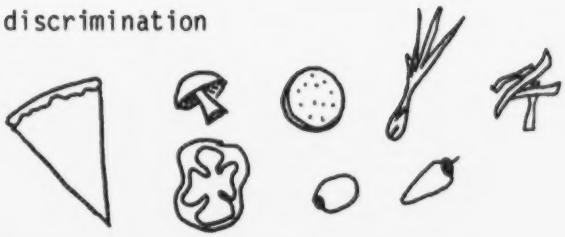
Helpful Hints:

TITLE: Pizza Please

Purpose: to copy patterns and visual discrimination

Materials:

10 pizza pieces
(mushroom, bell pepper, pepperoni, olive, cheese, onion, jalapeno, etc.)



Description: Draw several pizza pieces. Draw different toppings on several pieces. Draw some loose topping pieces. Color all pieces. Show the child a piece of pizza with topping. Display a plain piece of pizza and the separate toppings. Ask the child to make the plain piece like the topped piece of pizza.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas:

Fine Motor
Creative Expression

Format:

small group

Evaluation: The child will match the toppings on the pizza pieces.

Helpful Hints: Using a pizza pan adds realism.

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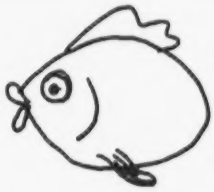
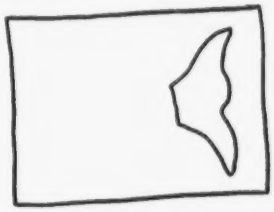
TITLE: "Fishy" Business





Purpose: to match designs

Materials:

10 - 15 cards similar to this:
10 - 15 "fish" bodies

Description: Using different fabric swatches, cut 1 fish body and 1 fish tail from each design. Glue the tail piece to the card. Child must match fish bodies to tail designs, matching the fabric patterns.

Time: 10 minutes

Related Skill(s)/Developmental Areas:

Communication
Fine Motor

Format:

small group

Evaluation: Teacher observation.

Helpful Hints: Glue the fish body to a "fish shape" piece of cardboard to make it more sturdy. If you don't want to use fabric swatches, draw matching designs on tails and fish bodies.

TITLE: Flashing Lights

Purpose: to develop visual tracking

Materials:

Flashlight
Colored cloth squares or colored tissue paper

Description: Have children lie on floor in own personal space on their backs. Teacher moves flashlight around a darkened rooms' ceiling. Children follow with their eyes. Place a colored cloth over the flashlight for variation.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Language development — small/large group

Evaluation: Teacher observation.

Helpful Hints: Children may tell which direction the light is going (left, right, up, down, around, etc.)

****

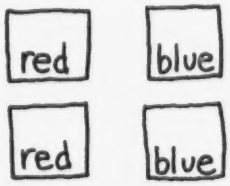
TITLE: Classifying By Color

Purpose: to recognize colors and develop visual discrimination

Materials:

2 Matching sets of color cards
(including red, green, blue, brown, yellow, orange, purple, black, white)

Ex:



Description: Spread the cards on the table. Teacher points to one of the colored cards, asking child if they can find the one that matches. Taking turns with each child, match the different colors.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Cognition
(thinking skills) — use independently or small group (5-6)

Evaluation: Child demonstrates the skill of naming each color.

Helpful Hints: This idea can also be used to match shapes, letters, numbers, patterns (such as stripes, dots, plaids, etc.), size. You could also include the names of the color on each card for visual stimulation.

TITLE: Mr. Different

Purpose: to pick out different picture from array of six

Materials:

10 tagboard strips (3" x 16") with 5 same pictures and 1 different picture
10 jar rings

Description: Show child each strip. Ask the child to find "Mr. Different." Have them lay a jar lid over the picture that is different.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Communication — individual/small group

Evaluation: Child picks out the correct different picture.

Helpful Hints: The pictures can be workbook pictures from discarded series. Be sure to use front and back of each card. Painted jar lids are more appealing to young children and have many uses.

****

TITLE: "Movies"

Purpose: to develop visual memory perception

Materials:

Overhead projector, various small objects such as pencil, chalk, paperclip, key, paper cutouts, scissors, screwdriver, spoon, fork, etc.

Description: Sit children in front of screen or blank wall. Place 2 or 3 objects on the overhead projector. Have them count and identify. Turn off the projector, and remove or add an item(s), turn the projector on and ask children to guess whether something has been added or removed.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Cognition (thinking skills) — small group
Social/emotional

Evaluation: Teacher observation.

Helpful Hints: As children learn the game, 2 or 3 items can be added or subtracted at once. Use this as a math game or for visual memory. The kids will have to tell specifically what is added or missing.

TITLE: TV Cards

Purpose: developing visual discrimination

Materials:

Make incomplete pictures on 9" x 12" posterboard (you can make the cards resemble a TV screen).

Description: Give each child a card. Through careful observation, the child will tell in complete sentences what is missing from the card.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Expressive Language — individual/small group

Evaluation: The child will be able to tell what is missing.

Helpful Hints: A magazine picture could also be used. Just cut away the "missing" part(s).

****

TITLE: Leaf Match

Purpose: to develop visual discrimination

Materials:

15 - 20 push pins, bulletin board, large posterboard with 15 - 20 leaf shapes outlined, 15 - 20 leaf shapes to match those on poster board.

Description: Put loose leaf shapes in a box below poster board. The children must pick one shape from the box and match it to the one on the bulletin board. The game is over when all shapes are matched.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Fine motor skills — individual/small group

Evaluation: Teacher observation.

Helpful Hints: Use a paper punch for holes in loose leaf shapes to make it easier for children to tack on bulletin board. Can also be used to match colors, geometric shapes, numbers, letters, etc.

TITLE: Sunshine, The Clown

Purpose: to imitate facial movements

Materials:

4 clown faces drawn on cards

Description: Read the story of Sunshine, the Clown. The child should make the funny faces that are described in the story.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Listening skills large group

Evaluation: Teacher observation.

Sunshine The Clown

(In this story a clown makes all kinds of funny faces. The child should make the funny faces with him.)

Sunshine was the funniest clown in the whole circus. People called him Sunshine because he was always happy. Sunshine loved to hear everyone laugh. Children laughed, grown-ups laughed and even the lions and elephants laughed at the funny faces Sunshine made. But one day a little boy came to the circus who didn't laugh at all. Sunshine decided to make an especially funny face for him. The clown smiled so wide that his mouth looked like a big banana! But still the boy didn't laugh. Sunshine lifted his eyebrows so high that the little boy thought they would disappear under his hat!* But the boy didn't smile. Then Sunshine closed his eyes, crinkled his nose and stuck out his tongue.* The little boy's mother laughed, but the little boy just stood there staring at the clown. Next, Sunshine tried his famous, sure-fire, never-fail laugh-getter. He rolled his eyes around slowly, looking to the left, then looking down, then looking to the right, then looking up and then looking to the left again. By doing this, his eyes moved in a circle.* The boy didn't think this was funny. So Sunshine moved his eyes in a circle again, only faster. Then again and again! Whew! Sunshine had to stop that. He was getting dizzy. He glanced at the little boy. He was looking sad! Suddenly Sunshine had another idea. He wiggled his ears. Now Sunshine couldn't really wiggle his ears, but if he put a thumb behind each earlobe and pushed forward gently, it looked as if he were wiggling them. So Sunshine wiggled his left ear and wiggled his right ear and wiggled them both at the same time. He pushed out his bottom lip and tried to get it to touch the tip of his nose. Then he wiggled his nose as if he were a bunny. He made his lips into a teeny-tiny "o" and then into a bigger "o" and finally into a great big "o."

But the little boy just stared at the clown with a blank look on his face. This made Sunshine very sad. The clown wanted the boy to laugh. Sunshine's mouth turned down at the corners so it looked like an upside-down slice of watermelon.* Then something wonderful happened! The boy thought this face was funny! He giggled. He laughed. He hee-hawed and tee-heed. He almost couldn't stop. This made Sunshine the happiest clown in the circus. He smiled his big wide smile. Sunshine had a new friend.

Helpful Hints: Show the children the cue cards of the clown faces at the appropriate places and see if the children can copy those faces with their own.

TITLE: How Do Things Feel? Hot or Cold?

Purpose: observe environment through sense of feel

Materials:

Use objects in the room
and out of doors. Feel them.
For 4's a chart, for younger
just feel and talk.

Description: Talking about hot and cold. If children mature: have two cans - one yellow (hot - sun), one white (cold - snow). Drop a bean in appropriate can when someone locates something hot or cold. Or a chart would help those beginning to associate words - pictures. Can use beans with 4's and do 1:1 correspondence to find which had more - hot or cold.

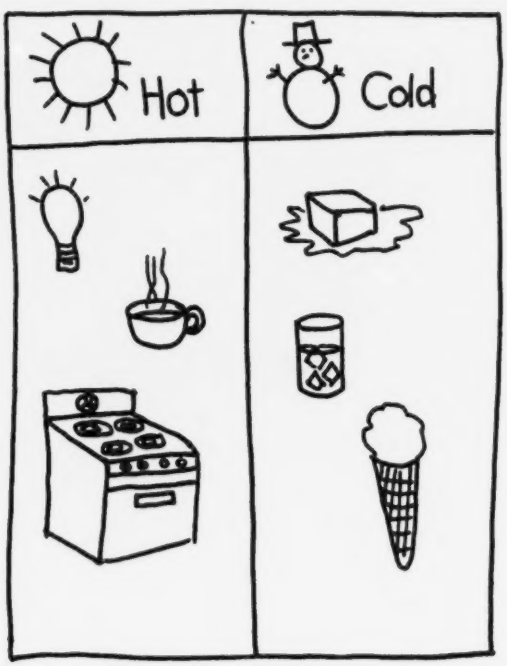
Time: 5 - 20 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary: naming, classifying hot/cold objects — large or small group

Evaluation: Are children able to predict what will be hot or cold? Able to correctly identify after feeling?

Helpful Hints: Can relate seasonal clothing needs to hot and cold. Identify foods they eat that are hot and cold. Use same techniques for other qualitive/quantitive word pairs - long/short, full/empty, fast/slow.



TITLE: Block Family

Purpose: to become aware of self and family

Materials:

Pictures of various family members taped to unit blocks of appropriate size.

Description: Block play can be expanded when using family emphasis. Teacher might direct children to name the family members with questions such as, "Does the mother have a name?" Grandparents could be added or community helpers.

Time: 5 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Creates original story (drama) small group or individual
Expand understanding of family/community

Evaluation: Did children demonstrate knowledge of some family activities by moving/talking for the block family? Possibly they built a house for the family.

Helpful Hints: Encourage outlining rooms with blocks for home. Mark driveways and streets for the house. Maybe add farm animals if studying the farm.

TITLE: Let's Set the Table

Purpose: understands the concept of counting

Materials:

4 smallish placemats, 4 napkins from home center table, dishes and silver from home center. Place setting chart on 12" x 8" paper.

Description: Surprise children with a new set of placemats - perhaps around Thanksgiving time. Suggest a play party with the table set for guests.

Time: 5 - 20 minutes

Related Skill(s)/Developmental Areas:

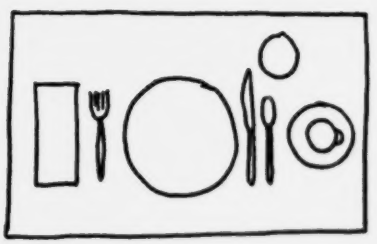
1:1 correspondence
Decision making
Social development - plan the party meal, decide who will come (don't make a big issue of either - they may give themselves a party for their hard work.)

Format:

small group or individual

Evaluation: Are children able to place dishes, silver and napkins on mat in manner illustrated? Are children able to study chart and discover errors? Any attempt to repeat the experience? Do you see evidence that learning has taken place on following day in play?

Helpful Hints: "Older" young children enjoy making fringe on the napkins and mats. Use a material with coarse threads they can pull easily. Food the children have made from baker's clay dried and painted adds interest to their "party meals."



TITLE: Birthday Train

Purpose: is aware of self - able to recognize own picture

Materials:

Train of construction paper on wall at level so that children can see it easily, pictures of children, children's names on sentence strip, extra set for matching. Train cars may be made from 12 x 8 construction paper of different colors

Description: Shapshots of children put at top of train cars (can be several to a car) beginning with child who has first birthday after school starts. If a child is repeating put him/her first so he/she is recognized as oldest. Names go under pictures. Older children might like to match names.

Time: always available

Related Skill(s)/Developmental Areas:

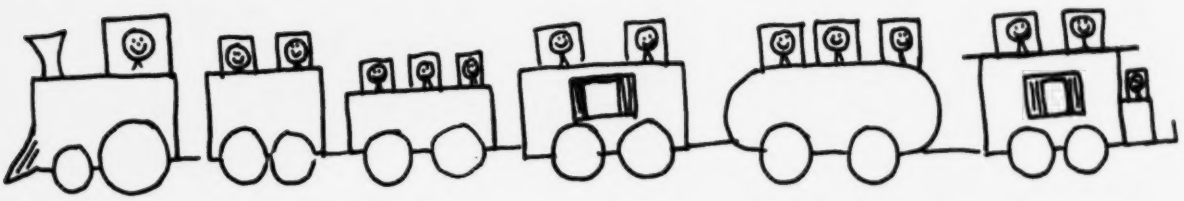
Identifies colors by name
Experiences time sequencing as birthdays are observed through the year
Identifies shapes on cars

Format:

individual

Evaluation: Is child able to locate picture of self? Is child able to name other children? Which children are able to match the names of their friends?

Helpful Hints: Use picture in child's personal book teacher makes for each child at the end of the year. "The Birthday Surprise" Book: The Little Engine That Could by Watty Paper.



TITLE: Learning About Time

Purpose: to relate time to each childs' life

Materials:

Adding machine tape, photographs of activities that children do during the day, posterboard for mounting the pictures

Description: Photograph activities for morning, lunchtime, and afternoon. Use a long strip of machine tape and divide it, perhaps by coloring sections, into morning, lunchtime, and afternoon. Have children place the photos in the correct time zone.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Sequencing events
Talking about past actions
Verbalizes time experience
Answers questions about units of time

small group or individual

Evaluation: Observe to see if the child can place the photos correctly.

Helpful Hints: Variations may be to photograph each child during an entire day. Parental help is necessary for this variation.

****

TITLE: Counting Rods

Purpose: to teach 1:1 correspondence

Materials:

Cuisenaire rods, Montessori counting rods or any other material that indicates gradation by single units

Description: Use the rods to show gradations in length. Show the children how to build "staircases" with the rods. Begin with the first three small lengths and continue through them. Place cards with numbers designating length at the end of each rod.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Teaches linear quantity
Counting
Sets and subsets

small group, children may practice individually

Evaluation: Staircase should increase by one unit.

Helpful Hints: Rods can be made from 3/4" x 3/4" milled pine.

TITLE: Nesting

Purpose: to learn seriation by size

Materials:

Sets of graduated materials (i.e., plastic nesting barrels, nesting boxes, nesting cans)

Description: Place graduated set in a line. Take the child's hand or 2 fingers along the "staircase" formed by the objects. Stack the objects to form a tower. Next, line the objects up and then nest them beginning with the smallest.

Time: 10 - 12 minutes

Related Skill(s)/Developmental Areas: Format:

Understands simple volume concepts — small group or individual
Seriates according to size

Evaluation: Check the order of the nesting or stacking

Helpful Hints: Some children will do better if nesting is presented separately from stacking. Make a child-sized nesting set in which the largest container is a 5 gallon ice cream container, then a 2 gallon can, then a 1 gallon can, down to a small juice can. Put a taped line on the table or floor to organize the activity.

****

TITLE: Sound Cans

Purpose: sound discrimination

Materials:

Empty containers of size easily held by young child. Items to put in containers: rice, cotton, small stones, few nails, beans, sand, etc., tape to seal containers. Paint if wish to make ornamental, etc.

Description: Put small amount of "noise maker" into container. Shake to make sure enough sound is made for discrimination. Seal with tape and paint if desired. Children shake and group pairs or just notice or describe differences.

Time: 2 - 5 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary - soft, loud, swishy — individual or small group

Evaluation: How discriminating are children in ability to hear and describe differences?

Helpful Hints: Pairs of cans can be made for matching sounds. Band-aid cans are good. Pharmacist may save non-toxic empty pill bottles. Might want to use some of cans for some rhythm experiences - marching - shaking or shaking to music with a strong beat - add large shells to science area to "hear the sound like the ocean."

TITLE: Which Doesn't Belong?

Purpose: to notice differences

Materials:

Sets of 3 objects - one of which is different from the others. Ex.: 2 shoes and a sneaker, or a rake, hoe, and hammer

Description: Ask a child to pick out the object that doesn't belong with the other two. Tell why it doesn't belong.

Time: 10 minutes

Related Skill(s)/Developmental Areas:	Format:
Categorization Using verbal description	small group

Evaluation: Children should be able to consistently note difference among objects in a group. (This skill is necessary before working on numbers.)

Helpful Hints: Use real objects rather than pictures.

****

TITLE: Discovery

Purpose: to build exploratory behaviors

Materials:

Various containers, cabinets, shelves, drawers that contain appropriate or surprise objects

Description: Carry, lead, or walk with a child to place in which an object is hidden from view. Open the container and act surprised and delighted at finding the treasure. Work towards children finding things on their own.

Time: 10 - 15 minutes (can be shorter)

Related Skill(s)/Developmental Areas:	Format:
Understands "if - then" and "because" situations Begins to delay gratification Knows that an object out of sight is not gone	small group or individual

Evaluation: Children notice differences and changes in the classroom. Children will go and find things that are hidden from view without being cued as to the location of the object.

Helpful Hints: Exploratory behaviors are often poorly developed in handicapped children. This activity and the variations are important foundations to independant problem solving.

TITLE: Photo Play

Purpose: to learn about real and seeming change

Materials:

8 x 11 photos of the teachers and of the children, mount the photos on cardboard to make masks. Eye holes may be cut.

Description: Teachers wear each others face mask. Put the masks on while children are watching. Allow children to wear the masks and look in the mirror.

Time: 20 minutes

Related Skill(s)/Developmental Areas:	Format:
Body awareness Learns the difference between real and seeming change	during free play time work with individuals or small groups

Evaluation: Note children's comments about the face switch. Look for evidence that they perceive that the change is not real.

Helpful Hints: This activity works well outside.

****

TITLE: Substance Sorting

Purpose: to provide experience in sorting by the substances

Materials:

Seven containers each made of something different, ex.: a plastic box, leather purse, straw basket, metal tray, clothes bag. Objects made of each of the substances of the containers.

Description: Set out the containers in a row. In another box various objects are collected. Children sort the objects into the appropriate container.

Time: 10 minutes

Related Skill(s)/Developmental Areas:	Format:
Classifies objects and sorts objects by one or more characteristics Expresses verbally likeness and differences among elements in the environment	individual

Evaluation: Check to see if children are matching substances.

Helpful Hints: Try to provide several examples of the same object and each example made from a different substance. Example: a wooden spoon, plastic spoon, metal spoon. Each spoon would be sorted into a different container.

TITLE: Dress For All Weather

Purpose: to teach the relationship between weather and our behavior

Materials:

Clothes for each season - real clothes are best (Ex: scarf and gloves for cold, sun hat for summer sun, raincoat for rain)
Pictures of each weather type as it looks in your vicinity

Description: Make a chart of the pictures of weather. Talk about the proper clothing for each weather type. Dress a child in the clothes and talk about why those clothes are needed.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Observes the environment through the five senses
Associates what goes together
Understands "if - then" and "because" situations

large group

Evaluation: Observe the children's ability to reason the need for different clothing types.

Helpful Hints: Keep clothing simple; use accessories such as sunglasses, ear muffs, boots, rain hats, umbrella. Talk about temperature and weather.

****

TITLE: Shoes and Socks

Purpose: seriation by size and one-to-one correspondence

Materials:

9 pairs of shoes ranging from baby size to adult male size
9 pairs of socks ranging from baby size to adult male size

Description: Present the pairs of shoes to the children. Ask them what size person could wear the shoe. Put them in order from smallest to largest. Let children compare sizes by putting the soles together. Once the shoes are in sequences, have children match socks to the shoes so that the socks are also sequenced by size.

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

Builds simple ideas by comparing, contrasting and sequencing objects in the environment

small group for presentation
individual for practice

Evaluation: Seriation of shoes and socks should be in order from smallest to largest.

Helpful Hints: Break the activity into just socks or just shoes before combining them.

TITLE: Balance

Purpose: to provide experience in comparing things

Materials:

A commercial balance or make one using a pole and base. Attach a yardstick to the pole so that it is parallel to the ground. Suspend margarine tubs from each end of the yard stick.
A variety of objects

Description: Have children place objects in one margarine tub. Then balance the yard stick with other objects.

Time: 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Independent work Language - using description words for weight Understands simple quantitive concepts	demonstrate to small group, but place activity in a location where it can be used individually

Evaluation: Children can "balance" the yardstick. Children use vocabulary such as light, lighter and heavy, heavier to describe the results.

Helpful Hints: Use many different kinds of materials. Wood of varying weights, buttons, washers, screws, beads, rocks, spools, beans, paper clips, etc.

****

TITLE: Recipe Sequence Cards

Purpose: to teach how to follow a sequence of direction

Materials:

Posterboard, color films, ingredients for recipes, blank 5 x 7 index cards

Description: Take photograph of each step in preparing some simple food. Make duplicates of photos. Mount one set on index cards and the other in order on a piece of posterboard. Make the recipe with children following the set sequence. Afterward have the children place the index cards in correct sequence.

Time: 20 minutes

Related Skill(s)/Developmental Areas:	Format:
Talking about actions Concepts of cause and effect and real and seeming change	small group

Evaluation: Children should be able to place cards in the correct sequence

Helpful Hints: Magazine pictures may be used. Realistic drawings are also acceptable.

TITLE: Mini-Classroom

Purpose: to learn about equivalence

Materials:

Using cardboard, construct a scale model of the classroom. Use furniture made from boxes or cardboard.

Description: Place the classroom model on a table. Arrange the furniture to match the classroom organization. Gather the children around the table and tour the model and the room pointing out the equivalent relationship. Allow children to play with it as they would a doll house.

Time: 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Learns the difference between identical and equal	small group and individual

Evaluation: Observe the children's play. They should be able to act out the classroom routine. Observe to see if they can maintain the classroom arrangement that corresponds to the actual classroom. Move classroom furniture and see if children make corresponding adjustments in scale model.

Helpful Hints:

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TITLE: Apple Puzzle

Purpose: to relate two parts to a whole

Materials:

Apple or other food that can easily be cut in half, puzzle of same food

Description: Cut an apple in half. Ask child to put the halves back together. Introduce a puzzle or formboard in which the child does the same thing.

Time: 10 minutes

Related Skill(s)/Developmental Areas:	Format:
Understands simple quantitive concepts	small group

Evaluation: Look for child to assemble part-whole puzzles of one to four pieces

Helpful Hints: Oranges, pears, cookies, plums and cantaloupes are all easily used in this activity. Circle puzzles and formboards are easiest beginnings. Part-whole concepts are essential to classification, set building, and counting skills.

TITLE: Hello Tree

Purpose: expresses order of events - describes what happened

Materials:

Bright strips of double knit that won't fade

Description: In September, locate an evergreen tree and a deciduous tree (loses leaves in fall). On a walk tie a colored strip to each. Have children tell how trees look. Write down responses. Check trees every month or six weeks, record, and then read how they looked before.

Time: 5 - 20 minutes

Related Skill(s)/Developmental Areas:	Format:
Science, seasonal understanding Vocabulary Language, dictation Creativity	small, large group

Evaluation: Which children remember having looked at the trees before? Which children dictate the "stories?"

Helpful Hints: Children might like to draw pictures and illustrate the changes. Have pictures of trees in room during seasonal change times.

****

TITLE: Walk After Rainstorm

Purpose: to observe environment through five senses

Materials:

Rain boots if children wear them, umbrellas, raincoats or plastic covers if still raining

Description: Look for changes: puddles, twigs and leaves on ground, older children will note rippled dirt (debris, insects, worms) in gutter or where water has run.

Time: 10 - 20 minutes

Related Skill(s)/Developmental Areas:	Format:
Changes in environment effects of water, wind	small or large group

Evaluation: Did the majority of children see changes? Was the group able to write a story, dictate experience chart or simply discuss what changes the rain had made? Did some children bring treasures back from the walk?

Helpful Hints: Have flood and other rain pictures readily available in file. After the walk these could spark further thinking. Displaying one of the pictures close to the door for a few days helps keep the memory of the experience active.

TITLE: What Might Happen If.....?

Purpose: predict what happens next

Materials:

Teacher's imagination

Description: What might happen if: someone forgets to take the food out of the oven? the puppy knocks it's water dish over? the window is open and it is raining? I forget to turn the water off in the sink? I jump out of the swing going very high? we never pick up our room?

Time: 2 - 8 minutes

Related Skill(s)/Developmental Areas:	Format:
Creativity Projection of cause and effect Can use for feelings, expressions, safety rules	individual or small/large group

Evaluation: Which children are able to predict? Which children start making up their own child's version of a riddle?

Helpful Hints: Another good time stuffer when waiting during transition - but also valuable thinking exercise to plan for; one way to "slip" children into a discussion of safety, health, responsibility, problems, etc.

****

TITLE: I Know What I Want

Purpose: to build choice making concepts and behaviors

Materials:

None, take advantage of daily situations

Description: Ask questions of children which present two choices such as "Do you want milk or juice for snack?" Avoid open-ended questions such as "What do you want to drink?" Let children choose between two books, two colors in an art activity, two toys for water play.

Time: whenever situations present themselves

Related Skill(s)/Developmental Areas:	Format:
Listening skills Independence in matters that concern the self Is aware of self	groups, but ask each child individually

Evaluation: Children should be able to handle independent time in which they select their own activities.

Helpful Hints: Choice making is basic to any problem solving and strategy building structure. Take every opportunity to build choice making behaviors.

TITLE: Heavy and Light

Purpose: to recognize differences in weight

Materials:

Milk cartons filled with substances of different weights, ex: stones, newspaper, beans, rice. Cartons should be fastened securely to prevent leaking.

Description: Let child explore the set of weighted containers building or organizing them in whatever way comes to mind. Ask the child to pick up containers one at a time. Demonstrate how to pick up one in each hand so that the difference in weight can be perceived. Talk about heavy and light.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Language of weight Understands simple volume and weight concepts	individual or small group

Evaluation: Work towards getting children to place the containers in a row by grading them from light to heavy. The correct sequence indicates success.

Helpful Hints: Use gestures. Lift a heavy container with two hands and grunt when you lift it. Lift a light container with two fingers. Use a sink and float activity to further show the effects of light and heavy.

****

TITLE: Garages and Cars

Purpose: ordering numbers

Materials:

Cafeteria milk cartons with tops cut off, stapled together in a row of 5 or 10 and numbered
Tootsie toy cars, a number from 1 to 10 on each car

Description: Children park the car with the corresponding number in its garage.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Language of numbers Understands concept of counting sequentially	introduce to a small group set up as an individual activity

Evaluation: Observe the sequence in which children park the cars.

Helpful Hints: Children do need to learn the order of the numbers, but it is important to give meaning to the numbers by doing set, quantity, and correspondence work. (See other activities in the cognition section.)

TITLE: Watermelon

Purpose: counting to five

Materials:

Posterboard cards with watermelons pictured on them
Lima beans painted black

Description: Place a number on each watermelon card. Children place a corresponding number of "seeds" on the cards.

Time: 10 minutes

Related Skill(s)/Developmental Areas:	Format:
Forming sets Understands concepts of counting Understands concept of number Recognizes numerals	individual

Evaluation: The correct number of seeds should be placed on each card.

Helpful Hints: Many set and counting activities can be made by representing natural settings in which naturally occuring objects can be counted, ex.: beaches and shells, ocean and fish, birthday cakes and candles.

****

TITLE: Chasing Games

Purpose: to build spatial reasoning

Materials:

None

Description: Teach children to play tag. Or simply, the teacher is "it" and chases the children trying to catch them to deliver a tickle. Whenever a child turns to move out of the way or hides to avoid the tickle or even plans to get caught they show spatial thought.

Time: 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Decentering to anticipate what another person will do Learning to act on a conclusion Recognizes time-motion relationships	large group

Evaluation: Observe the spatial planning children use to avoid "it." Look for sophistication in avoidance plans.

Helpful Hints: Add a "safety" place. Then add the dimension of finding the shortest distance between two points. Add turn-taking so the teacher is not always "it."

TITLE: Attribute Blocks

Purpose: to build sets and subsets for counting

Materials:

Attribute blocks - assorted shapes mixed in a pile

Description: Assign a shape to each child. Tell them to pull their shape from the pile. Comment: Do you have all the squares? or you have some of the circles. or Janie has large and small triangles.

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

Learning language of math — small group
Understands simple concepts of counting

Evaluation: Observe how quickly children are able to pull their sets.

Helpful Hints: When children have pulled their set of shapes help them build a structure with them. This is one of a hundred or so attribute block activities possible with young developmentally delayed children.

****

TITLE: A Rainy Day

Purpose: to learn about the rain

Materials:

None

Description: Look out the window. Notice that the sky is hidden by stratus clouds. On sunny days wispy cirrus clouds or puffy cumulus clouds can be seen. Observe the raindrops on the window pane. Look closely. They act like miniature lens. Children should be able to see upside-down scenery. Watch the rivulets running down the pane - some joining others.

Time: 10 - 20 minutes

Related Skill(s)/Developmental Areas: Format:

Studies objects by looking — small or large group
Determines relationships between objects without regard to shape and size
Trusts own perceptions
Predicts what happens

Evaluation: Observe comments of children as they discover the raindrops.

Helpful Hints: Take the children outside to huddle under a large sheet of vinyl covering the monkey bars. Look up and observe the raindrops. Watch the raindrops hit the ground. Do a rain dance.

TITLE: Snack Time

Purpose: to teach language of math: more and less

Materials:

Small snacks such as fish or oyster crackers

Description: Set up two rows of the crackers. One row must have more crackers than the other. Ask children to choose one row. "You picked the row with less crackers." Remove the row not chosen and move on to the next child.

Time: 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Verbal expression of quantity concepts	snack time - present individually to children

Evaluation: Listen for children who begin to identify their row with the words more or less.

Helpful Hints: Carry through on more or less by giving children small amounts of their favorite foods and encouraging them to ask for more.

****

TITLE: "Yes/No" or "True/False"

Purpose: understands that there is a difference between fact, not fact, fantasy

Materials:

Imagination on part of teacher

Description: Teacher makes statements, some factual (ice is cold), some wrong (we sleep at school) some humorous (we wear shoes on our ears), some for deeper thought (all children can run). Children respond positively or negatively in fashion appropriate to their age. Stay with level of children but challenge thinking.

Time: 3 - 8 minutes

Related Skill(s)/Developmental Areas:	Format:
Creative thinking Divergent thinking Humor	individual, small or large group

Evaluation: Are children able to respond appropriately? Which children grasp concept soonest? Always the same child?

Helpful Hints: Good "stuffer" when having to wait during a transition but also good to plan into the day. Children may start playing the game themselves. May mix-up nursery rhyme and have children correct. They think its' great fun. "Little Miss Muffet sat on her haystack fast asleep." They roll with laughter once they catch on - (for 4's at least).

TITLE: Community Helpers

Purpose: 1:1 correspondence; identify

Materials:

Pictures of men and women in various occupations. Photo, pictures, or real objects representing the tools the people use in their work.

Description: Have children take turns matching the tools with the pictures.

Time: 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Blends with unit work on community helper or tools	small group can be set up for individual work in a learning center

Evaluation: Note the accuracy with which children are able to match tools to helpers.

Helpful Hints: Work with objects rather than pictures whenever possible.

****

TITLE: Colorscapes

Purpose: using color to develop and organize specific comparisons/contrasts or sequences

Materials:

A number of landscape photographs (from magazines) which have strong color, i.e. snow pictures, spring green fields, fields of yellow flowers, evening sunset over water, etc.

Description: In small (or possibly large group or individually) show a picture. Allow time for children to describe what they see then ask what color they would name the picture (there will almost always be other colors) - strive for the strongest color in the final decision.

Time: 3 - 8 minutes

Related Skill(s)/Developmental Areas:	Format:
Vocabulary Seasons	individual, small group/maybe large group

Evaluation: What kinds of things do the children notice? Are children able to identify the major color shown in the picture? Are children able to group pictures by color when there are differing shades from light to dark.

Helpful Hints: Perhaps display some of the pictures under the color birthday train. Children enjoy the surprise of the familiar being changed from time to time.

TITLE: Housekeepers

Purpose: to recognize sorting as a daily activity

Materials:

Silverware sorter tray, silverware, clothesbasket, clothes, pictures of family members, dish rack with slots for each type of dish - assorted dishes

Description: Show the children the differences among the silverware. Show them how to sort accordingly. Do the same with the clothes except have them fold and stack the clothes by its wearer. The pictures provide the cue. Stack dishes in the dish rack.

Time: 10 minutes

Related Skill(s)/Developmental Areas:	Format:
Concepts, re: household chores Fine motor tasks such as folding, stacking	introduced to a small group, but children work each activity independently

Evaluation: Note the completion of the task. Children should be able to sort correctly.

Helpful Hints: Cue the silver sorting tray with inserts that have the outlines of the silverware on them.

****

TITLE: Play Dough

Purpose: to learn the difference between real and seeming change

Materials:

Play dough, tools for shaping dough

Description: Play with children as they shape the dough. Use verbs to describe the actions they use. Play games with the dough. Place a ball of dough under a pancake of dough. Press and ask the children where the ball of dough is.

Time: 20 minutes

Related Skill(s)/Developmental Areas:	Format:
Using the senses to explore the environment Compares and contrasts objects through exploration Learns verbs for actions	small group - work with individual children within the group

Evaluation: Observe children to see how they formulate an answer. Look for signals that they are trying to figure out where the ball of dough went.

Helpful Hints: Change the presentations of the play dough. Roll out a large batch onto the table and work on imprints. Form balls and give each child a ball. Prepare a large ball.

TITLE: Matching Containers to Lids

Purpose: associates what goes together - matching, 1:1 correspondence

Materials:

Unbreakable containers with easily screwed on lids. Surprise for inside if desired

Description: Have assortment of unbreakable jars which have lids which are fairly easily screwed on and off - objective - match lids to jars and put them on (or take off).

Time: 3 - 8 minutes

Related Skill(s)/Developmental Areas: Format:

Fine motor — individual
Matching

Evaluation: Is child able to match lids and jars? Does child have control enough to put lids on/take them off? Note the child's strategies in formulating matches.

Helpful Hints: Putting surprises in one of the jars stimulates interest, ex: 2 raisins, 1 small marshmallow, a sticker. Have materials for children to make their own "sound bottles" or to simply experiment with sounds different objects make.

****

TITLE: Tall Things

Purpose: to locate specific pictures from a group (tall)

Materials:

Magazine pictures of tall things (plus a few other pictures), paper stapled to make a book, scissors, paste, markers

Description: After locating tall things in the environment and talking about tall and short have lots of pictures of tall things torn from magazines. Children cut picture(s) of their choice (teacher cut if the child can't). Children glue pictures into "book." (Staple paper together lengthwise to make a "tall" book.) Teacher can label pictures for children using children's words. This makes a "class book."

Time: 5 minutes per child

Related Skill(s)/Developmental Areas: Format:

Expressive language - 3 (books) — class project
Classification

Evaluation: Which children contributed to the class book of tall things? Were the pictures they chose appropriate? Did they suggest appropriate labels? What can you plan to reinforce tall if some still need help?

Helpful Hints: Make all kinds of books. With younger children use the "plus" objectives first: tall, fat, long, lots, big, full, over.

TITLE: Lists for Keeping Track of Turns

Purpose: begins to delay gratification

Materials:

Long strips of paper (pieces from adding machine roll or cut your own), tape for sticking on wall

Description: When sharing is required a list of names helps children feel surer that they will get a turn - and it helps remind others that they really have had a turn. Draw a very simple picture at top. Tape strip to wall close to area of room involved. Write names of everyone who has had a turn and those wanting a turn. Draw a line through names as children have turns. Leave strips up for longer than you'd like! Children like to go back and remember!

Time: varies

Related Skill(s)/Developmental Areas: Format:

Enhances more positive turn taking — individual and group
Helps with recall
Creates fair environment

Evaluation: Which children remember they have had a turn? Are children learning to postpone gratification more? Are there particular children who always seem to get on the list first?

Helpful Hints: Check to make sure there aren't children who are not ever requesting turns. Help them learn to ask for a turn if they want one. If they don't want one make sure it isn't that they are afraid to try new things. If it is that find experiences safer for them and "stage" some "failures" on your part so they see the model sometimes making a mistake. "Perfect" teachers make it difficult for some timid children. A roll of adding machine tape hung on a nail comes in handy for all sorts of things: notes in a hurry, signs the children want, strips for children to draw small, long pictures on, etc.

****

TITLE: Making Orange Juice

Purpose: organizes specific comparisons/contrasts or sequences

Materials:

Oranges (one for each child), bowl for washing, towels, cutting board, sharp knife for cutting oranges, juicer, container to catch juice, small cups

Description: Children wash, dry, cut (with assistance if needed), squeeze, pour and drink orange juice. Let them drink as they squeeze and talk individually about flavor, color, texture (is there anything in the juice? pulp?)

Time: 5 - 15 minutes

Related Skill(s)/Developmental Areas:

Language: squeeze, rind, pulp, colors, seeds
Sequencing
Small muscle control
Pouring experience

Format:

individual or very small group

Evaluation: Are children able to identify what they are drinking? Don't tell them ahead of time what they are doing - a kindergartner once didn't know what she was drinking even though it tasted like orange juice - but orange juice came from a can from the freezer.

Helpful Hints: Review the sequence of events with the group. A chart would be helpful for review. You could write a story about what happened on "orange day." Perhaps plant some orange seeds for the class window garden. Extend learning: have orange slices for snack another day. Make frozen orange juice in the room for snack. Use orange halves for printing in art center.

****

TITLE: Wash Day

Purpose: uses learned cause and effect relationships through creative experiences

Materials:

Home center doll clothes, wash tub, small scrub board, soap, rinsing tub, water, clothesline rope, clothespins - wind is nice, too...

Description: Plan a wash day for a sunny, breezy day. Nice to be able to set up outside but can be done inside and clothes hung outside - can even hang on playground fence. Discuss how cloth looks dry, wet; what happens to water in wet clothes when they dry, etc..

Time: 10 - 30 minutes

Related Skill(s)/Developmental Areas: Format:

Social development - working together small group
Science - wet, dry, wash, rinse
Enjoyment of household activity

Evaluation: How well did children share in the activity? In reviewing, what were opinions of how things "dry?" Don't push for logical answers on such questions but note which children have better or lesser grasp of the concepts.

Helpful Hints: Also fun to have "spring cleaning." Fantastic, sponges - children will clean home center, room's chairs, tables, wash window sills, better than most teachers think. On occasion they may also vacuum if the janitor will trust the vacuum to you. A fullsize ironing board and iron with control taped in place to prevent over heating is good the day after wash day for ironing day.

****

TITLE: Water Painting

Purpose: learn cause and effect in creative activity

Materials:

Small pails with handles, 2" - 4" paint brushes, outside walls, fences, trees or sidewalks, water

Description: Small children love to paint. Water can be a satisfying medium and good for thinking about why it "goes away." The thinking and puzzling are more important than learning the word "evaporation" - they're learning about evaporation now.

Time: 5 - 30 minutes

Related Skill(s)/Developmental Areas: Format:

Interaction with physical world — individual or small group
Effect of water on porus materials (bricks, concrete, wood) and effect of water on dirt

Evaluation: Are children able to carry pail and paint and not spill excessive amounts of water? Do they seem to observe effect or are they totally absorbed in the process? Curious? Can they recall materials and areas painted?

Helpful Hints: A "water hole" is fun and can be instructional. Dig hole with shovel. Keep filled with water - observe what happens on edges, what effects sticks, etc., have when stirring, pushing at edges. Use small groups so adult can add to fun and not be so busy setting limits. Keep a list for those wanting turns - maybe take off shoes and test out the water. "No one but the rose bush knows how good mud feels between the toes." On a warm spring day - children can bring a change of clothes and have water day. You'll probably also have mud day.

****

TITLE: Kinds of Shoes

Purpose: to classify and sort objects by one or more characteristics

Materials:

Children's shoes (children in the class)

Description: While children are sitting in circle they stick out feet and see how many ways the "class shoes" can be classified - color, strings, buckles, velcro, boots, sandles, leather, cloth, design on soles, etc..

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Home center - dress up shoes — small or large group
Vocabulary - pair - all descriptions from above - large, small - soles, tongues, etc.
Art - making tracks in damp sand
Science - looking outdoors for animal foot prints, or prints of shoes especially if there has been mud stepped in

Evaluation: How many classes did children identify? Did children begin to be more observant, indicated by calling your attention to attributes of new clothing, etc.?

Helpful Hints: Fun to take off shoes and with very young have them keep one and locate other one from line of all the shoes - older children (3 - 4) may locate their pair. Play this game with all kinds of articles of clothing. Use classifications to have children leave snack table, rest, etc. "Everyone with shoe strings, boots, etc. may go for rest."

****

TITLE: Buttons, Buttons

Purpose: to classify and sort objects by one or more characteristics

Materials:

Box of all kinds of buttons (a clear plastic container displays the buttons nicely), tray, small paper plates, numerals on small (2 x 3) papers

Description: Children sort buttons onto small paper plates - they may want to pour all buttons out onto a tray first - sort undirected by teacher at first - teacher can expand learnings by questions. How many different colors can you put on one plate? Can you find the big ones? etc.

Time: 5 - 15 minutes

Related Skill(s)/Developmental Areas:

Creative - some children might want to use some buttons on an art project
Counting
Colors
Shapes
Matching sets expands vocabulary

Format:

individual or small group

Evaluation: How do different children choose to sort the buttons? size, color, shape, texture, number of holes, etc.? Which children match equivalent sets? Are some children creative, Ex: make designs with the buttons?

Helpful Hints: Ask mothers to contribute to the class button box each year. Have numerals on smallish pieces of paper in case children want to label plates by how many they have. Play game: "Button, button, who has the button?"

****

TITLE: Matching Names to Name Line

Purpose: matching symbols

Materials:

First names of children on sentence strip - alphabetically by first name, extra set of names cut apart

Description: Attach name strip to wall at child's eye level. Leave up all year.

Time: 5 minutes (first thing in the morning)

Related Skill(s)/Developmental Areas:

Learning to recognize own and friend's names
Learning names of letters
Locating letters along line

Format:

individual or group

Evaluation: Do children notice the name line? Which children find their own names before any prompting? Which children are interested in matching names?

Helpful Hints: Pictures of the children above their names help young children become aware of written names. If using helpers - use stickers with very young children to indicate everytime they were leader, juice helper, etc. Remember: without (or even with) some tangible proof some young ones don't remember that they ever had a turn. Cut up name line at end of school for childs' book the teacher makes for each child.

****

TITLE: The Neighbors - older 3's, 4's for the concept, 2's for fun

Purpose: is aware of community (neighborhood)

Materials:

Large, heavy cardboard crate (i.e. refrigerator box) turned upside down with windows and door cut. Improvised furniture from blocks, boxes. Children can wallpaper inside if teacher isn't easily offended asthetically. Older children may want to make curtains.

Description: Place the "neighbor's house" near the home center. Children might want to decide on other features of the neighborhood; a park, a 7-Eleven Store, etc.

Time: 10 minutes

Related Skill(s)/Developmental Areas:

Language development
Sharing
Social development

Format:

small group

Evaluation: Does children's play demonstrate an understanding of families living in a neighborhood? Has play been expanded by use of the new house? - play changed, - new children entering home center, - more cooperative play?

Helpful Hints: If the weather is dry, box can be taken to the outdoor area. It might last several days if neighborhood vandals don't attack it. If the room has a loft - an "apartment house" might be added to the neighborhood - or family store making a store under loft and home upstairs.

****

TITLE: "Hello, This is John"

Purpose: is aware of community (communication), able to use the telephone

Materials:

"Discarded" full size phones, children's names and phone numbers in class, "phone book"

Description: Children are encouraged to know how to dial "0" if help is needed. They practice giving their full name and address and how to ask for help. When they can recognize numerals, they can learn to dial their own numbers.

Time: 10 minutes

Related Skill(s)/Developmental Areas:

Participates in activities imitating familiar incidents
Expand safety self-help knowledge
Creativity - home center play

Format:

individual or small group

Evaluation: With teacher or another child playing operator on a second phone, can child tell his/her name and address and say what the problem is he/she is having? Can child dial own phone number?

Helpful Hints: Make a large phone from posterboard and put children's names on it as they learn how to dial the operator - or with more advanced children put name and phone number on phone as they learn their numbers.

****

TITLE: Set of Numeral Boxes

Purpose: understands the concept of numbers

Materials:

Shoe boxes - one for each numeral, large numeral on end of each box, sets of objects, several to a box. Challenge vocabulary, ex: for "5", 5 jacks, 5 plastic forks, 5 shoe taps, etc. Number of small paper plates as there are sets in the box, sand paper numerals in each box (appopriate one for each box)

Description: Child makes sets of the objects from the box, may match numerals to sets. Adult may check sets and ask child how many in each set, to trace the sandpaper numerals, to name the objects, etc.

Time: 3 - 10 minutes

Related Skill(s)/Developmental Areas:

1:1 correspondance
Vocabulary
Matching sets
More advanced, dividing up sets

Format:

individual or very small group

Evaluation: Is child able to recognize the numeral, group the objects, name the objects?

Helpful Hints: Look around the room (with individual or group) for "sets": light fixtures, pictures, window panes, etc. Some children will suddenly begin counting everything. For a big job: mix contents of several boxes on to a tray. Sort, return to correct box. Might take a real cooperative effort, or more than one day!

****

TITLE: Cardboard Boxes - for all ages to sit in and under

Purpose: to understand positional concepts: under, in, over

Materials:

Heavy cardboard boxes child can sit in, get under, put toys into. Lightweight smaller boxes are fun to wear on the head when one is about 18 months old.

Description: Boxes can be a part of the equipment in the room. Can be a supplement to block or library centers or simply "there" - for use as child chooses.

Time: 3 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Creative - how many ways can they play with a box?
Cooperative play - a number of boxes can become a train, cars, buses

individual or small group

Evaluation: After free play teacher can ask questions to evaluate knowledge of positional concept words - "Can you put something under the box, over the box, beside the box, in the box?" "Can you put the box over .....?"

Helpful Hints: Find a source of good strong boxes, i.e. computer stores, Sears, etc., banana boxes are good. On occasion teacher might want to guide play by providing a certain shape box and props - long narrow box and 2 paddles for a boat/canoe.

****

TITLE: Shapes on the Ceiling

Purpose: to help children learn names and properties of basic shapes

Materials:

Large shapes cut from craft paper (cut by teacher usually.) Paper for children to cut shapes. Scissors, crayons, paste, staples, tape or string for attaching or hanging from ceiling.

Description: Children draw and cut (if appropriate to ability/age) basic shapes (1 shape per unit or day) and attach them to a large shape made by teacher. When completed teacher attaches large shape(s) to the ceiling. Label or have children label their shapes (on front) with their names.

Time: 5 - 20 minutes

Related Skill(s)/Developmental Areas:	Format:
Small muscles - drawing and cutting	individual/large group
Classification	
Creative - if child decides to add to his/hers in some way	
Ownership	
Eye-hand control	

Evaluation: Is child able to identify shapes? Name properties? Locate own shapes?

Helpful Hints: Add templates if children aren't yet able to draw shapes or have a variety of shapes/colors of shapes for choosing which to paste or large shapes. Don't be a perfectionist. If the circles turn out not really round that's all right. We're doing grouping. Drawing and cutting experience is secondary.

****

TITLE: Exploring Qualities of Ice - wait for very cold weather

Purpose: uses learned cause and effect relationships in creative activities

Materials:

Block of ice - purchased or frozen outside if weather permits; tub or large pan to hold ice; newspapers for floor; saw, hammer & nails, instruments children can safely use to "attack" the ice, safety goggles/glasses

Description: When weather is very cold experiment with a block (or thick piece of ice.) Provide tools for seeing what effect child can have on the hardness of ice. Observe changing form as ice melts. Plan for activity in cold weather when ice and water can refreeze overnight. Students and teachers need to wear safety goggles/glasses.

Time: free play period - 45 minutes? With individual children using for length of time their attention is held.

Related Skill(s)/Developmental Areas:

Vocabulary: melting, change shape, clear...chip, break

Format:

individual/small group

Evaluation: What words do the children use to describe the properties of ice and water and to describe what they are able to do to the block of ice. Seasonal understandings - why isn't there ice outside in the summer?

Helpful Hints: If any ice is left at end of activity period the ice, container and water from melting ice can be put outside if the weather is freezing and the activity resumed the next day - with the added interest of the changes due to some melting. Note: changed shapes, forms, ask why? Pictures, displayed of winter, ice skating, ice fishing, etc.

****

TITLE: Something to Tear Up

Purpose: experience acting on environment in area often not acceptable to adults

Materials:

Boxes covered with paper which can be torn off - Ex: dishwasher soap boxes, powdered milk boxes. Make sure they are completely empty.

Description: Some very young children enjoy "picking" at things. Having boxes to pull the paper cover from is fascinating, an acceptable way to tear apart, good small muscle development activity - and it may keep them busy a long time.

Time: 2 - 10 minutes

Related Skill(s)/Developmental Areas:

Fine Motor
Part/whole experience before child is ready for a verbal explanation
Eye-hand control

Format:

individual

Evaluation: Did child stay with activity? Did there appear to be any system or was the tearing random? Did child help pick up? Suggested you don't try to structure activity by insisting papers be put into a container.

Helpful Hints: For children needing an activity that "releases" energy: breaking ice cubes with a hammer, tearing up styrofoam egg cartons, crushing dried leaves in their hands, kneading bread, working potters clay, play dough.

****

TITLE: Air Writing Numerals for 4's or 3's Who Insist on Writing

Purpose: recognize numerals

Materials:

Chalkboard & chalk or flannel board & large felt numerals or yarn strips

Description: When children are first becoming interested or are being introduced to numerals use "air writing". Face children. With a group use your left arm. With individual use opposite arm to child's dominant hand. "Let's make a one. You do what I do." Raise your arm high from shoulder-pointing finger up. Form a large numeral (1 if that's the one) in the air - having children following your movements (big shoulder movements). If you know of left handers have aide (or you) make sure they are using their left arms - and that all right handers are using right arms. "Write" the numeral several times. After this experience several days you can move to writing large numerals on a chalk board or using a flannel board. Use your pointer finger to trace the numeral while children are air writing big numerals. Watch them to make sure their form is correct and they are using dominant hand.

Time: 1 - 5 minutes

Related Skill(s)/Developmental Areas:

Writing letters, shapes
Eye-hand control

Format:

individual/small group

Evaluation: Which children follow the directions easily? Which are able to repeat exercise on their own? Which ones try writing? with correct form?

Helpful Hints: Sand paper numerals, letters, shapes often help a more immature child form image on brain when s/he can't master skill other ways.

****

TITLE: I Can Hardly Wait!

Purpose: learn about time, build anticipation

Materials:

A variety of toys or finger plays that have a surprise ending or operate at different speeds. Ex.: Jack-in-the-box, music box, wind-up toy, This Little Piggy

Description: Work with a child with a toy for several minutes over several days or weeks until the child signals anticipation of what will happen with the toy or at the end of a fingerplay.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Fine motor — individual
Extend attention
Predicts order in everyday happenings
Explores environment
Trusts own perceptions

Evaluation: Signals of anticipation such as breathing quickly, staring intently, clapping hands slightly before the end, giggling before the surprise. A child who does not have the dexterity to work a toy will take the teacher's hand and place it on the toy to prompt the teacher to work. That's a good anticipation signal.

Helpful Hints: These activities are particularly good for children who are very low functioning.

****

TITLE: Bottomless Bottles

Purpose: to focus on cause and effect

Materials:

Sand or water table, bottles that have been modified - carefully cut the bottoms off of some so that the bottles sit correctly; punch small holes in the bottoms of others. Mix these bottles in with other containers that have not been modified

Description: The teacher plays in the water table with regular bottles. Give the children regular bottles to fill, too. Switch bottles on the children encouraging them to continue their tasks. They will expect to be able to fill the bottles. When they can't they will have a problem to solve.

Time: 20 minutes

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination small group
Language for full and empty
Understands simple concepts of quantity

Evaluation: Children should begin to focus on parts of an object that are not immediately noticeable. Children have "absolute" ideas about how things work. This activity gets them thinking about how things can be different from what they thought. Watch for signals that children are investigating the problem.

Helpful Hints: Dark colored water/sand tables should contrast with objects that have sunk. Line the bottoms with Mylar to give contrast. Try the same problem by plugging up metal funnel.

****

TITLE: Gradation Boxes

Purpose: to sequence by different properties

Materials:

4 boxes - each containing a sequential representation of an attribute
Box 1 - 6 color strips in shades of blue or green from darkest to lightest
Box 2 - 6 stones in varying weights from heaviest to lightest
Box 3 - 6 straws, all the same color, cut in 6", 5", 4", 3", 2" and 1" lengths
Box 4 - 6 balls of different sizes, ex.: marble, jacks ball, golfball, tennis ball, etc.

Description: Teach the children to grade each of the contents of the boxes. Teach the language for the gradations: dark, darker, darkest, light, lighter, lightest (Box 1); heavy, heavier, heaviest, light, lighter, lightest (Box 2); short, shorter, shortest, long, longer, longest (Box 3); big, bigger, biggest, small, smaller, smallest (Box 4).

Time: 10 minutes per box

Related Skill(s)/Developmental Areas:

Language for comparisons
Understands simple volume and weight concepts
Understands concepts of length

Format:

teach to small group, allow children to practice individually

Evaluation: Note the sequence in which children place the objects.

Helpful Hints: Use posterboard with a base line to help children organize the sequences in a row.

****

TITLE: Geometry in Preschool

Purpose: to teach everything has shape; some shapes are regular and have names

Materials:

A set of geometric solids; overhead projector; a collection of everyday objects that are the same shape as the solids

Description: Teach children how to feel the solids. Name them as they feel them. Select one shape, perhaps the sphere. Present 3 or 4 objects that have the same shape, i.e. balls, drawer knob, bead. Have children feel these shapes and compare. Do the same for all solids. Once children know their solids place the solid on an overhead projector and draw the outline on chart paper. This will result in the two dimensional shape, i.e. the sphere becomes a circle.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Locates specific objects in a group of objects Determines geometric characteristics	small group for presentation individuals may practice with the materials

Evaluation: Child should be able to match everyday objects with solids without error.

Helpful Hints: Do same and different activities with solids and everyday objects. Put two solids in a mystery bag, ask a child to reach in and select the sphere by feeling it. Once two dimensional shape is introduced, begin looking for the shapes in the environment, i.e. a circular table top is a circle. Reinforce concept with insets made from plastic coffee can lids.

****

TITLE: Moving Day

Purpose: to help children identify that things can have different uses and still be the same thing

Materials:

Classroom furniture

Description: Move the furniture around with the childrens' help. Flip a table and use the inverted table for a rice or sand table. Eliminate some chairs so that children must "create" chairs from other furniture - such as turning over a waste basket.

Time: 5 minutes

Related Skill(s)/Developmental Areas:

Manipulate objects in space
Learns the difference between real and seeming change
Acts on a conclusion or concept once formulated

Format:

large group or individual

Evaluation: Watch children work out solutions to their problems. Note the trials. Refrain from giving assistance if children are actively working on solution.

Helpful Hints: Some children, particularly those with language delay, are accustomed to set structures and routines. A change from the usual can result in passive waiting until the teacher puts things back. A teacher may have to "out wait" these children until they take on the task of solving the problem.

****

TITLE: Strawberries, Zucchini, and Lettuce

Purpose: to observe freezing and thawing

Materials:

Freezer, strawberries, zucchini, lettuce, zip-lock baggies

Description: Talk about the fresh foods. Smell, feel and taste them. Put a portion of each food into a zip-lock baggie. Put them in the freezer. Save the unfrozen portion for comparison later. The next day compare the frozen foods with the fresh ones. Thaw and compare again.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas:

Learns about people, places, space and events
Understands "if - then" and "because" situations
Learns the difference between real and seeming change

Format:

small or large group

Evaluation: Observe how well the children use their senses to observe the effects of freezing. Listen to children's comparisons of the fresh and frozen foods. Request children to tell the steps to the experiment on the second day.

Helpful Hints: Food experiments are good observation activities for children. Those that require time intervals between steps are particularly good for memory building. If the food activity is repeated regularly, it can be used as a seriation exercise.

****

TITLE: Small Animals

Purpose: to observe small animals

Materials:

Grasshoppers, crickets, worms, caterpillars, butterflies, houseflies, or daddy longlegs. Jars or containers prepared to house each animal, magnifying lens.

Description: Look at the animal. Talk about how it is shaped, how it moves, what it eats, where it lives. Feed it. Water it. Eventually let it go. Each animal lends itself to different specific activities. Observations can lead to group murals or other art projects, animal dances, animal races, and outdoor expeditions to find and return the specimens.

Time: 10 - 20 minutes

Related Skill(s)/Developmental Areas: Format:

Observes environment through the five senses — small group

Compares and contrasts through simple exploration

Evaluation: Look for interest in children's comments. Expand the activity according to their level of interest.

Helpful Hints: These activities are designed to connect children with their environment. Gardens, animal nests, rocks, flowers, trees are other outdoor things that can be studied.

****

TITLE: Which Things Do We Do First?

Purpose: to learn about time sequence

Materials:

Pictures of sequences of daily routines
(Ex: dressing for bed, going to the toilet, eating meals, brushing teeth, washing hair, and other daily routines)

Description: Present routines in sequences of three steps. Place pictures incorrectly ordered before the children. Identify the activity in the picture. Compare two pictures and prepare questions such as "Do we take off our socks first, or our shoes first when we get ready for bed?"

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

To learn time words for sequences i.e. first, next, last, after — small group
Predicts order in everyday happenings
Adjusts to basic family routines
Differentiates between time-sequence relationships
Answers questions about units of time

Evaluation: Sometimes ask a silly question. Observe children who catch the humor of it. Look for correct sequence in picture placement.

Helpful Hints: Always work from left to right when sequencing pictures.

****

TITLE: Sand Play

Purpose: to build basic ideas about likenesses and differences

Materials:

A sandtable no more than waist high to the smallest child, scoops, cars and trucks, containers, sieves

Description: Observe the children playing in the sand. The play should be self-regulated, self-initiated. The teacher looks for opportunities to enter into the play situation by imitating the children then demonstrating variation. Ex: if a child is pushing sand with the palm of the hand to make a straight path, the teacher might do the same thing but make a curved path. Comment on the variation.

Time: 20 minutes

Related Skill(s)/Developmental Areas:

Observes environment through the senses
Learns positional concepts

Format:

small group - focus on one child at a time

Evaluation: Observe children to see if they incorporate play variations. Look for self-initiated expansions.

Helpful Hints: Use language. Talk to child about what you are doing. Listen to their talk about what they are doing and expand. Bury a large picture of a child under the sand. See if children recognize the picture as they uncover the body parts.

****

TIPS FOR COMMUNICATION: RECEPTIVE AND EXPRESSIVE

Conversation is the key to language development. One of the primary purposes for having a functional language system is to communicate with others - - both to express ideas and thoughts, and to listen to the ideas and thoughts of others. Foremost in designing an environment that is responsive to the language needs of children is the adult who is both a language model and a listener. This person allows children to use their language systems to handle everyday situations. The adult who has learned that sometimes it is better to wait, listen, and do nothing until children formulate a way for using their language to make something happen, has learned one of the best ways to create a language environment. Other suggestions for developing language are:

1. Be a good language model. Speak clearly, say things that are appropriate to the situations, use language for feelings, observation, humor.

2. Use variations in ways an idea can be expressed.

3. Listen to children. Language is a two-way system. It is just as important to be able to listen as to be able to speak.

4. Create a need to talk. Include expressions in the everyday routine that captivate children so they want to talk.

5. Use open-ended questions. Make sure that children have opportunities to answer questions that require more than just yes or no answers.

6. Provide many opportunities for listening. Present records, tapes and stories.

7. Reflect children's feelings through language. Assist children in understanding feelings are a part of language.

NOTE: There is no special sequence to the presentation of these activities. Select activities according to the unique needs of your children.

EQUIPMENT/MATERIALS FOR COMMUNICATION

- assorted mittens and gloves
- tea set
- sheet
- household cleaning tools (ex: mops, brooms, cloths, etc.)
- cooking recipes
- large body-sized doll
- animal pictures
- stories and childrens books
- flannel board and flannel board stories
- foods for tasting parties
- small paper plates
- large box for firetruck
- hats of all sorts
- drum or tambourine
- clothing (to learn parts)
- photo album
- camera
- sentence strip
- cutting board
- vegetable peelers
- sharp knife
- bowls
- vegetable brush
- household articles
- steering wheel
- old maps

COMMUNICATION (CONT.)

straws

empty soup cans

liquid dishwashing detergent

feathers

Karo syrup

double stick tape

Baker's clay

song: "On My Head"

fireman's props: hose, helmet, bell, boots, raincoats, ladder

liquid dishwashing detergent

models of familiar domestic and farm animals

ACTIVITIES FOR COMMUNICATION

TITLE: Mittens and Gloves

Purpose: to work on basic language concepts: left, right, top, bottom, closed

Materials:

Assorted mittens and gloves of various colors, patterns, sizes, textures, functions
Mitten and glove cards made by tracing around the mitten or glove
Hand markers such as stickers, yarn on the wrist

Description: Put the cards in a pile. A child draws a card and tells whether it is a mitten or a glove. The child finds the glove or mitten that matches the card. The child then tells whether it is for the left or right hand.

Time: 15 minutes

Related Skill(s)/Developmental Areas:

Comprehends descriptive words
Describes objects through verbal expression

Format:

small group

Evaluation: Notice whether children can identify the handedness of a mitten or glove.

Helpful Hints: Mark the left hand and name the left and right hand before beginning.

"Thumbs in the Thumb-Place"

English nursery song

Marie Louise Allen

Arr. by Edith Lovell Thomas

"Thumbs in the thumb-place, Fin-gers all to-geth-er!"
This is the song We sing in mit-ten weath-er:
Fine
This is the song We sing in mit-ten weath-er.
"Thumbs in the thumb-place, Fin-gers all to-geth-er."
When it is cold, It does-n't mat-ter wheth-er
D. C. al Fine
Mit-tens are wool Or made of fin-est leath-er.

Words from *A Pocketful of Rhymes;* copyright by Marie Louise Allen; used by permission. Music copyright, 1958, by W. L. Jenkins.

TITLE: Visiting Adventures

Purpose: to develop concepts that expand vocabulary

Materials:

plan trips or events such as the following: grocery shopping, buying gasoline, getting ice cream, watching trains, visiting an airport, having a picnic, going fishing

Description: Prepare children for the adventure by talking about what is going to happen. Show pictures if possible. During the adventure talk about what is going on and what they see. Upon return review the trip. Write on large sheets of chart paper the childrens' story about the adventure.

Time: Varies

Related Skill(s)/Developmental Areas:	Format:
Learns to talk about events as they are happening Names objects Describes and locates objects through verbal expression Learns that anything that can be spoken can be written	small group or large group

Evaluation: Observe the quality of the story of the adventure upon return.

Helpful Hints:

****

TITLE: Treasure Hunt

Purpose: to learn about directions

Materials:

signs with arrows, a treasure (candy, interesting object)

Description: Hide a "treasure." Arrange arrow signs - perhaps two or three so that they point to the treasure. For instance, from group circle an arrow might point to the housekeeping area. In the housekeeping area an arrow might point to the refrigerator, and the refrigerator is the treasure. Describe the directions in which the arrows point.

Time: 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Follow symbol directions Learns to describe locations	small group

Evaluation: Notice how children respond to arrows.

Helpful Hints: Children may need prompting for the first few treasure hunts.

TITLE: Follow Commands

Purpose: to teach "in" and "out"

Materials:

Cup, one inch cube, lima bean for each child

Description: Tell the children to put the bean in the cup. Then tell them to take it out. Do the same for the cube. Do combinations with the bean and the cube. Show them that when the command is to take the cube out and it already is out then nothing happens.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Comprehends position words — small group
Follows one-step commands

Evaluation: Notice if the children respond to the command or watch other children for a cue.

Helpful Hints: Vary the objects. Do similar activities for inside/outside, on/off, above/below, over/under.

****

TITLE: Homework

Purpose: to talk about everyday routines

Materials:

Equipment for simulating everyday household activities such as sorting silverware, slicing vegetables, baking cookies, mopping, washing windows, sorting and folding clothes.

Description: Demonstrate how to do regular household jobs in the classroom. As the children participate in the task talk about what they are doing, name the objects, and describe sensory perceptions.

Time: 15 - 20 minutes

Related Skill(s)/Developmental Areas: Format:

Names objects — small group or individual
Learns to talk about events as they are happening

Evaluation: Notice if children use action words.

Helpful Hints: Once children learn to do tasks put the materials out so that they can do the housekeeping during free choice time.

TITLE: Tea Party

Purpose: to develop conversational skills

Materials:

tea set, table

Description: Set up a tea party situation with the children. Begin to role play through the party. Make requests, comments, and ask questions. Listen to children's comments. Expand upon their remarks.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Makes requests known Forms simple sentences Carries on a conversation with an adult or child	small group

Evaluation: Notice if the children's remarks are appropriate.

Helpful Hints:

****

TITLE: How Many Things Can You Tell Me About This?

Purpose: to help children attend to details of objects

Materials:

Any visual object such as a pan, rope, soap, a pen

Description: Present the object and ask children to tell what they can about it. Ask about shape, size, color, use, texture.

Time: 5 minutes

Related Skill(s)/Developmental Areas:	Format:
Describes objects through verbal expression Forms simple sentences	small group

Evaluation: Notice how children describe objects, expand the number of attributes they can describe.

Helpful Hints:

TITLE: Table House

Purpose: to use talking in role play

Materials:

sheet, table

Description: Cover the table with a sheet making a playhouse. Play visiting games. Knock on the table. Ask, "May I come in?" wait for the child to respond. Talk about dark and light; talk about positions.

Time: 10 minutes per game

Related Skill(s)/Developmental Areas:	Format:
Asks and answers questions	small group
Learns position words	individual
Comprehends descriptive words	

Evaluation: Notice if child understands the role play. Notice if they can describe where they are (in or out, under or on top, above or below).

Helpful Hints:

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TITLE: Two Directions

Purpose: to explore directions

Materials:

None

Description: Form a circle. Tell children to walk around the circle. Clap hands to cue them to turn and go in the other direction. Tell children to walk forward (into the center forming a tight circle.) Then walk backward (forming a large circle.)

Time: 10 minutes

Related Skill(s)/Developmental Areas:	Format:
Learns to follow commands requiring body direction	large group or small group
Learns position words "backward" and "forward"	

Evaluation: Note if children can respond to verbal commands without any other cues.

Helpful Hints:

TITLE: Doll Play

Purpose: to learn and use the names of clothing

Materials:

Large doll, a variety of clothing

Description: Each child selects clothing to put on the doll. Children decide what to put on the doll. Children decide what to put on first, second, then next and so on until the doll is dressed. The clothing is named and described as the children dress the doll.

Time: 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Names objects (clothing) Describes and locates objects verbally	small group

Evaluation: Note the order in which children suggest dressing the doll.

Helpful Hints: Choose clothing that is manageable. Select a doll that is large enough to wear toddler clothing.

****

TITLE: Cooking Up Words

Purpose: to provide sensory experiences for vocabulary building

Materials:

Recipe for a simple cooking activity and the necessary utensils and food

Description: Prepare a food such as vegetable soup, applesauce, or peanut butter with children. Talk about the actions and the foods. Ask children to comment on what they see and what they are doing.

Time: 20 - 25 minutes

Related Skill(s)/Developmental Areas:	Format:
Learns the meaning of objects, actions, and descriptions	small groups

Evaluation: Note the children's interest in the activity. Notice their comments, expand upon their comments.

Helpful Hints: Let children do the work. Select recipes that are quick.

TITLE: Animal Sounds

Purpose: to associate animals with the sounds they make

Materials:

Pictures of animals

Description: Give each child an animal picture. Say "Which animal goes meow?" The child with the picture of the cat stands up. Continue with other animal sounds.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Follows simple verbal directions accompanied by gesture Recognizes and matches familiar and similar sounds	small group

Evaluation: Note whether child is able to stand without a reminder.

Helpful Hints: Make sure that children have had opportunities to learn the animal sounds before attempting this game.

****

TITLE: That's Entertainment

Purpose: to use filmstrips for language work

Materials:

Filmstrip with audio cassette, projector

Description: Show the filmstrip with the audio portion. Repeat the filmstrip but eliminate the audio. Have the children tell the story following the film.

Time: 20 minutes

Related Skill(s)/Developmental Areas:	Format:
Sits quietly and listens to short stories Relates events in order of occurrence	small group

Evaluation: Note how many details of the story children can remember.

Helpful Hints:

TITLE: Find That Sound

Purpose: to locate the source of a sound

Materials:

Various noise makers

Description: Tell the children to close their eyes. Move to a distant spot in the room and make a noise. Children should point in the direction of the sound.

Time: 10 minutes

Related Skill(s)/Developmental Areas:	Format:
Alerts to sounds	small group or individual

Evaluation: Note if children can identify the directions of the sound.

Helpful Hints:

****

TITLE: Listening Walk

Purpose: to recognize the sound of the environment

Materials:

None

Description: Take the children for a walk outside, to the cafeteria, or the office. Point out the source of several sounds. Tell them to listen. Ask them to tell what they hear. Outside they may hear birds, cars, road equipment, and the wind.

Time: 15 - 20 minutes

Related Skill(s)/Developmental Areas:	Format:
Recognizes and matches familiar and similar sounds	small group

Evaluation: Note whether children turn to sounds as they become aware of them.

Helpful Hints: Take a tape recorder along. Upon returning to the room play the tape and see if children can identify the sound.

TITLE: Listening Time

Purpose: to provide children with listening experiences

Materials:

A variety of materials that amplify sounds: 2 cans connected with string, long tubes such as garden hose or a syphon, a large metal garbage can

Description: Use the materials to explore with children the loudness of their voices. Talk normally, then whisper. Then talk and whisper into the hoses, string-can telephone, and trash can. Note the comparison of the intensity of sound.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Learns to reproduce speech sounds — small group
Learns about loud and soft voice

Evaluation: Notice if children explore the materials during free play time.

Helpful Hints: These materials will often encourage quiet or shy children to talk.

****

TITLE: Nod for the Sound

Purpose: to identify beginning sounds

Materials:

None

Description: Tell the children that they are to listen for a special sound. Say the sound. Give examples of words that begin with the sound. Everytime they hear the sound they should nod their head. Call out words that begin with the special sound. Mix in other words.

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

Learns to reproduce speech sounds — individual or small group
Learns to recognize familiar speech sounds

Evaluation: Note the number of correct responses compared to the total possible number.

Helpful Hints: Tell a made-up story using many words with the speech sound.

TITLE: Soft or Loud

Purpose: to distinguish between loud and soft sound

Materials:

A string of safety pins, a string of macaroni, a string of bottle caps, a string of keys, a string of books

Description: Drop the string of objects on the table or floor, then drop one of the objects. Ask the children which sounds loudest or softest.

Time: 10 minutes

Related Skill(s)/Developmental Areas:	Format:
Learns to recognize and distinguish familiar sounds	small group

Evaluation: Ask children if they can invent other loud/soft comparisons.

Helpful Hints: Children may be blindfolded for this activity.

****

TITLE: Sounds Cans

Purpose: to learn to discriminate and match sounds

Materials:

Six or more cans with lids (film cannisters are suitable), substances to fill cans, i.e. rice, corn, meal, stones. Fill cans so that sets of two are made. Put blue tape around one can of each set.

Description: Mix the cans. Select one can with blue tape. Shake the can. Shake cans without tape until one is found with the same sound as the blue taped one.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Recognizes and matches familiar and similar sounds	small group individual

Evaluation: Check pairs for accuracy.

Helpful Hints: Start with cans that have very different sounds. Gradually add can pairs that sound similar.

TITLE: Calendar

Purpose: to provide time structure for the day

Materials:

A set of shoe boxes stapled together - one box for each time period during the day, a set of objects - each object represents one time period during the day.

Description: During the morning circle introduce the days' activities by showing actual objects that will be used during those activities in the sequence they will be used. Throughout the day go to the calendar boxes and pull the object and talk about the activity that will happen next.

Time: 5 minutes plus 1 or 2 minutes in between each activity

Related Skill(s)/Developmental Areas:	Format:
Learns to talk about events as they are happening	large group

Evaluation: Observe acticipation of the events.

Helpful Hints: This activity is very good for children who have poor short-term memory or children who need highly predictable environments.

****

TITLE: Movement Conversations - Mirror Game

Purpose: to illustrate through movement the back and forth nature of conversation

Materials:

None

Description: Explain to child you are about to play a different kind of quiet game. Sit with a child and notice the child's movements. Begin to move with the child. Imitate exactly what the child does. Stop moving and stop the child from moving. Wait for the child to signal for movement to start again. Repeat the movement sequence that the two of you created.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas:	Format:
Imitates motor movements when stimulated	one to one

Evaluation: Movement sequences should get longer and longer with variations invented by the child.

Helpful Hints: This activity is best for non-verbal children. However, variations emphasizing imitation skills could work for verbal children.

TITLE: Storytelling

Purpose: to use stories as a basis for conversation

Materials:

A story with action, a simple plot, and a few characters. The pictures should accurately tell the story.

Description: Read the story ahead of time so that it can be told rather than read. Tell the story on the first page as the children watch the picture. Ask one child what he sees. Direct that child to repeat his response to another child. Say "John, tell Lucy what you see." Guide the second child into commenting on what the first child said. Continue telling the story.

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

Attends to stories and poems
Responds to questions about stories
Learns to participate in a conversation by talking

small group

Evaluation: Children should be able to talk about information relevant to the story.

Helpful Hints: Expand on short comments by children.

****

TITLE: Puppets and Stories

Purpose: to elicit gesture and comments from children

Materials:

A story with action and a few characters

Description: Tell a story using the puppets for the conversational positions. Use a different voice quality and inflections for each character. Tell the story several different times until the children can say the puppets' parts.

Time: 15 minutes (repeat the story over several weeks)

Related Skill(s)/Developmental Areas: Format:

Learns to respond to books and poems read aloud
Learns to participate in a conversation by talking
Understands meaning of voice inflection

small to large group depending on the capabilities of the children

Evaluation: Note the accuracy of the child's puppet talk.

Helpful Hints: Use puppets that children can readily handle.

TITLE: Story Drama

Purpose: to develop listening skills

Materials:

Flannel board, story, flannel objects that help to tell the story

Description: Tell a story using the flannel board as a visual aid to following the story line. Repeat the story having children place the flannel pieces as the story unfolds.

Time: 15 - 20 minutes

Related Skill(s)/Developmental Areas: Format:

Relates two events in order of occurrence — small group
Learns to listen to story and poems

Evaluation: In retelling the story notice if children can correctly relate the sequence of the story.

Helpful Hints: Use story with repetition, i.e.: Three Billy Goats Gruff.

****

TITLE: Spiders and Spouts

Purpose: combines words and gestures

Materials:

Song: "Eensy, Weensy Spider"

Description: After a rain locate rain spouts on building. Look at debris at end of spout. "What if a spider had been up inside the spout?"

Time: 5 - 6 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary — small/large group
"What if" questions
Draw pitures of the spider/spout
Pincer muscles

Evaluation: Which children have difficulty with the spider movements? Are any unable to follow the movements? If so, slow down until they are able to.

Helpful Hints: Provide alternate gestures for the spider. The thumb and pointer finger of both hands is difficult. "Walking" up the opposite forearm with the pointer and middle finger or with the thumb and pointer are easier ways for 3 - 4's. Use large arm movements for the rest of song. Go slowly.

Eency Weency Spider

Moderately fast ♩. = 104
NORTH CAROLINA
D
A7
D
Een - cy ween - cy spi - der went up the wa - ter spout,
A7
D
Down came the rain and washed the spi - der out,
A7
D
Out came the sun and dried up all the rain,
A7
D
Now een - cy ween - cy spi - der went up the spout a - gain.

TITLE: Sticky Fingers

Purpose: experience "sticky" - talk about event

Materials:

Scotch tape or masking tape strips

Description: Give child a strip of tape. Stick another strip(s) someplace on child's clothing or skin. Supply more tape as requested.

Time: 3 - 5 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary - sticky, stick
Pincer finger muscles use

individual, 1 1/2 - 3 years

Evaluation: Observe how child solved the problem of tape sticking to her/his skin. Was s/he curious, impatient, amused. What did child do with tape when through?

Helpful Hints:

****

TITLE: Sticky Feather

Purpose: experience "sticky" - label events

Materials:

Feathers, Karo

Description: Put some Karo on thumb and first two fingers and give child a feather to play with.

Time: 2 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Curiosity
Pincer finger manipulation
Vocabulary - stick

individual or very small group (2 - 2 1/2 years)

Evaluation: Observe how child solved problem of sticky feather. Curious? Get more feathers? Ask for more Karo? (Don't mention tasting)

Helpful Hints: Some children may ask for more "sticky" and feathers and enjoy the effect of a mass of feathers. An acceptable way of "making a mess."

TITLE: Get Well Cards

Purpose: learning what we say can be written down, learning gift giving is communication

Materials:

Construction paper, crayons

Description: Children make cards for friend who is ill. Teacher writes messages children dictate on card. Teacher delivers cards to sick child's home. This is something more serious than the stomach flu - unless s/he is only child to miss the Christmas party, etc.

Time: 2 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Small muscle — small/large group
Showing caring

Evaluation: Was everyone willing to make a card? Did any write their own messages ("I love you?")

Helpful Hints: Thank you letters can also be a group of pictures the children draw. (Don't expect them to all be on target. Some will always draw their own thing, even on Mother's Day.)

****

TITLE: Bubbles

Purpose: discusses cause and effect through creative experience

Materials:

Soup cans, liquid soap, straws, water
large, shallow dishpan

Description: For a different effect blow numerous bubbles. Watch them tumble over the sides of containers, hang down, blow away in groups. Observe the colors as the sun strikes them. Do some blow out of sight and still not burst?

Time: 5 - 20 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary — individual, small, large group
Science - changing forms

Evaluation: Were the children excited? What new words or expressions were used? Were there children who observed but did not participate? (A good reason to repeat activities.)

Helpful Hints: A windy day helps make a more varied experience. If a tower is available for children to stand on the wind does wonderful things with the bubbles.

TITLE: Who Took the Cookie? (4 & 5's syncopated chant)

Purpose: learns to respond to stories

Materials:

Small cookies (one for each child)

Description: Question and answer pattern as go around circle:
Group: "Who took the (clap) cookie from the (clap) cookie jar?"
Group: "Number one took the (clap) cookie from the (clap) cookie jar."
First Child: "Who, me?"
Group: "Yes, you!"
First Child: "Couldn't be."
Group: "Then who?"
Group: "Number two took the (clap) cookie from the (clap) cookie jar."
Second Child: "Who, me?"
Group: "Yes, you!"
Second Child: "Couldn't be."
Group: "Then who?"
Group: "Number three took the (clap) cookie . . .

May need to cue children at first clapping on the break between "the" and "cookie." Keep the beat going.

Time: 3 - 5 minutes

Related Skill(s)/Developmental Areas:

Creative - rhythmic chant
Cardinal numbers
Humor
Sequence

Format:

small group of cardinal numbers to which children can count

Evaluation: Do any particular children have difficulty? If so, slow down - accent with body and voice.

Helpful Hints: (1) Surprise with a small cookie when game over. (2) Play "Roll Over" (six in the bed, the little one said, "Roll over, roll over." They all rolled over, one rolled out. Five in the bed . . .)

****

TITLE: What Is It For?

Purpose: uses words to name and describe uses of objects

Materials:

Variety of household articles, large paper bag (i.e. can opener, screw driver, light bulb, bar of soap, spoon, tooth brush, etc.)

Description: Draw articles from bag one at a time. Pass around circle if not dangerous (very sharp knife.) Children give name and take turns explaining use of article. Perhaps what room or where in the house it might be found.

Time: 5 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary — small group
Talking about events
Classifying objects

Evaluation: Were there objects the child(ren) did not know the name or use for? Were children able to speak in complete phrases in describing use or location?

Helpful Hints: Sometimes reverse. You describe article - they supply name before seeing it.

****

TITLE: Magic Sack

Purpose: describes objects - labels

Materials:

Paper sack, objects related to seasonal or units - (i.e. objects from home when studying shapes - oranges ( ), book ( ), box ( ); winter, ice skates)

Description: These may be treasures of the teacher's or they may be merely stimulators or vocabulary builders. Children love surprises and "the sack" stapled shut by "teacher's place" means fun in circle.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Expanded vocabulary — small or large group
Suspense

Evaluation: Which children ask questions or contribute relevant information to conversation about article(s) in sack?

Helpful Hints: Use this technique throughout the year. Especially helpful when changing seasons or units, stimulates interest.

TITLE: "Off We Go" - Planes, cars, trains, buses

Purpose: engages in progressively complex types of play

Materials:

Airplane, car, boat, etc., made from hollow blocks or large box, "tickets," appropriate props, steering wheel, maps

Description: Teacher provide box transportation or use a structure built by the children. Have tickets on hand or children make some. Snacks could be served from meat trays with stewards/stewardesses. "Mothers" may want babies, others pilot, take tickets, etc..

Time: 15 - 30 minutes

Related Skill(s)/Developmental Areas: Format:

Sequencing of activities — small or large group
Sharing jobs
Group social skills
Imagination

Evaluation: Was anyone not able to cooperate if not getting exact part s/he wanted? Was class able to recall in sequence the events of the trip?

Helpful Hints: This often transfers to "train or plane" play outside if there are crates or boxes the children can line up and get into.

****

TITLE: What's New in the Room?

Purpose: talks about change and differences in environment

Materials:

None

Description: Every few days add something to the room, visable but not obvious. A flower tucked in a shelf, a small picture in an unusual place, something pinned onto your smock, etc. During circle on those days you ask "what's new?"

Time: 2 - 5 minutes

Related Skill(s)/Developmental Areas: Format:

Humor — large group
Observation
Vocabulary

Evaluation: Are there particular children who are more observant? What can you do to increase awareness in ones not so observant?

Helpful Hints: Some will start checking when they come in. You may have to be sneaky. Have aide put it up close to snack area. Do it as you sit down. Don't let it be predictable.

TITLE: Labels in Room - recognizing words in print

Purpose: picture or picture labels for children to read or ask about

Materials:

Sentence strips or heavy paper
Markers

Description: Label objects in room with word or picture - or label objects, make second card with picture and word for child to locate object and check word.

Time: 3 - 5 minutes

Related Skill(s)/Developmental Areas: Format:

Cognitive — individual

Evaluation: Which children noticed the labels? Which children used the extra set of labels for matching?

Helpful Hints: Occassionally check and see how many labels children can name. No need for making a big thing of it, though.

****

TITLE: Changing Form

Purpose: give child opportunity to orally describe observed changes (relates to events.)

Materials:

Halloween Jack-O-Lantern, shallow cardboard box, thick pad of newspaper

Description: Put Jack-O-Lantern in box on newspaper. When he begins to attract flies set outside in a "safe" place. Neat staff may discard him unless you make a sign "Science in progress." Observe periodically. Maybe record changes. If possible let dry and try to remember how heavy pumpkin felt at Halloween.

Time: Weeks and weeks

Related Skill(s)/Developmental Areas: Format:

Changing form
Vocabulary
Progress of time — group activity

Evaluation: Which children indicate an interest by looking, telling mothers, asking questions? Which children can remember where the pumpkin came from (if class went to store to buy it.) Which children can describe in sequence what happens?

Helpful Hints: What other things change? Take pictures of Jack before and after.

TITLE: Who Wears It?

Purpose: labeling, expanding understandings

Materials:

Assorted clothing objects from home center including doll clothes
Box or sack(s)

Description: Teacher holds up an article of clothing. Children identify it by proper name (i.e. vest, scarf, slipper, apron) and what person(s) might wear/use if and for what occassion. Articles can then be dropped into a box or sack labeled with a simple drawing of man, woman, boy, girl, baby.

Time: 3 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary enlargement — small/large group
Classification
Observation skill

Evaluation: Which children did not participate? Were any children unable to respond if called upon? Did any children relate to activity with information about his/her family and a similar article?

Helpful Hints: Choose clothing articles which may have a slightly unusual use or feature to them (i.e. "frog" closure on a jacket, dress or vest.)

****

TITLE: Naming Its Parts

Purpose: labeling individual parts of a whole

Materials:

Shoes, shirts, skirts, hats, table, chair, etc.

Description: Teacher holds article close to child(ren). Child(ren) name different parts of object. Better if child can hold object and name parts. Ex: Shoe: sole, tongue, heel, shoestring, eye, buckle, toe; Shirt: tail, shoulder, sleeve, buttonhole, collar, cuff, front, back, pocket.

Time: 3 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary — individual, small, large group
Part/whole
Cognition

Evaluation: Which children don't know the more common part names? Which children know unusual part names? Which children are able to relate parts of objects to other examples, ex: tongue of shoe, tongue in mouth.

Helpful Hints: Do this kind of game situationally as the opportunity arises, ex: trees, toys, etc.

TITLE: Drum Beat Roll Call

Purpose: imitates voice intonation patterns of others

Materials:

Drum or tambourine (or can just clap)

Description: For roll call, clap or beat each child's name, separating the syllables. Child claps and says name in response. After children are able to respond - may use only beat of drum and see which ones recognize their names. Say name or wink and point to child if assistance needed.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Pattern repeat — group
Social - learn friends' names
Likenesses and differences

Evaluation: Which children are able (not able) to say name in rhythm?

Helpful Hints: If child shows difficulty responding with rhythm - assist with your drum and say name with him/her. Accept a good effort even if not perfect.

****

TITLE: Peeling Carrots

Purpose: responds to events as they are happening

Materials:

Large carrots, bowl of water, brush, carrot peelers, paper towels, papers for table, cutting board, knife for cutting ends of carrots

Description: Child washes, dries, peels, cuts ends, cuts into pieces, serves classmates or shares for snack.

Time: 2 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Motor - hold with one hand, peel with other — individual, small group
Vocabulary - taste experience
Science - grow top

Evaluation: Was child able to turn carrot or did s/he peel in one place all the way to the core?

Helpful Hints: Three's usually are developing peeling skill - not peeling carrots - there often isn't much "carrot" left when they finish. Repeat the experience.

TITLE: Home Center Mix Up

Purpose: describes and locates objects

Materials:

None

Description: Move home center furniture to center of room. Children describe pieces and then put pieces back where they belong. Ex: "What does the furniture look like that belongs here? It is round, it has legs" (table). If too advanced, teacher describes and children name and locate piece.

Time: 10 - 20 minutes

Related Skill(s)/Developmental Areas: Format:

Cognitive — small group
Social/Emotional

Evaluation: Which children are able to move from concrete (looking at, touching) to more abstract thought, riddle solving.

Helpful Hints: If above still too difficult use "Naming Its Parts." Study piece (ex: refrigerator), name parts and then name object. Teacher use names of common objects in classroom dialogue.

****

TITLE: Dictated Stories - Family Book

Purpose: draws a picture and tells about it; uses words to describe family member

Materials:

None

Description: Child draws picture of a specific family member doing something and dictates a story about what the family member is doing or does in the family. A picture isn't necessary for the book.

Time: 4 - 6 minutes

Related Skill(s)/Developmental Areas: Format:

Speaking in front of group — individual
Sharing experiences in sequence

Evaluation: Does child have ideas about particular family members and what they do in the family? Does child speak in sentences and are sentences in sequence in the story?

Helpful Hints: Individual and group books of all sorts are helpful in developing reading readiness. Teacher should use proper manuscript. Use careful attention to wording of child. Read story back to child tracing under words with finger as story is read.

TITLE: Class Letters

Purpose: Developing ability to describe events/thank you's in words. Words can be written or illustrated.

Materials:

None

Description: Letters can take the form of a very short dictated class statement to a lengthy newsy letter by 4's and 5's. Pictures drawn by the children with individual messages dictated to teacher and written on the picture can also serve as letters. Vary the techniques used so "thank you's" or "get well's" don't become a chore.

Time: 2 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Memory recall — individual, small, large group
Creative Expression
Vocabulary

Evaluation: Was anyone not willing to participate? Can you understand why? Who showed creativity in words or drawing (something a bit different from recall by others).

Helpful Hints: Keep copies of dictated class letters (sent) and those received by the class in a notebook in the library center for children to "read." A very simple symbol on each one helps them - they'll "read" their own recollections. Putting the letters on large chart paper and displaying them in one place is a way to communicate to parents what is happening.

****

TITLE: Action Song: "On My Head"

Purpose: touch and name simple body parts

Materials:

Song: "On My Head." If you can't sing, use words as a chant.

Description:

Time: 2 - 5 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary — small/large group
Creative Movement

Evaluation: Which children have difficulty following the movements? Slow down for them or do in a separate group.

Helpful Hints: Do slowly until children learn the words and sequence.

ON MY HEAD

Paula L. Zajan

G D7 C G G D7
On my head my hands I place; On my shoul-ders, on my face,
G C G G D7 G G
On my hips and at my side; Then be-hind me they will hide.
D7 G G D7
I will hold them up so high; Make my fin-gers quick-ly fly:
D7 D7 G G G G
Hold them out in front of me, Swift-ly clap, 1 - 2 - 3!

From *Finger Play* (Songs for Little Fingers) by Mary Miller and Paula Zajan. Copyright, 1955, by G. Schirmer, Inc. Reprinted by permission.

TITLE: Nursery Rhyme Goofies

Purpose: to distinguish rhyming sounds

Materials:

10 - 15 posterboard circles
(4" diameter glued on popsicle sticks
with goofy faces drawn on front)
Nursery rhymes that are correctly written except for one word or phrase are printed on the back.

Description: Show child the "goofy" face on the stick puppet. Read the nursery rhyme goofy on the back. Each child must tell what is wrong with the rhyme and then, entire group says the nursery rhyme correctly.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Listening — small, large group
Following directions

Evaluation: Teacher observation.

Helpful Hints: Rhyming is a prerequisite to language development.

Ex: Jack and Sarah went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Sarah came tumbling after.

****

TITLE: Sound Effects

Purpose: to identify high/low pitches

Description: Have children as a group or individually imitate the sound and the approximate length of time that that sound is made. Such as "-sh" sound held for 5 seconds (can the children imitate sound and approximate time of holding that sound for 5 seconds?.)

Time: 5 - 10 minutes

Related Skill(s): Format:

Following directions — small group/individual

Evaluation: Teacher observation.

Helpful Hints: Other sounds such as: beginning sounds, vehicle sounds, animal sounds, etc.

TITLE: Tasting Party

Purpose: ask for common food by name

Materials:

Have a variety of fruits or vegetables cut in small bite size pieces, all of one kind on separate plates. Plan for plenty of seconds.

Description: Set up a "salad bar" or have a tasting party at snack time. Children take one piece at a time and ask for seconds by using the name of food, prompt if necessary.

Time: 2 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Social, sharing, manners — individual, small, large group
Vocabulary - colors, shape, taste

Evaluation: Were any children unwilling to taste any of the foods?

Helpful Hints: If children prepare the food bits during free play period the tasting party will have more meaning. Can color code: have yellow foods (cheese cubes, carrot circles, squash slices, orange sections, etc.)

****

TITLE: Fireman

Purpose: attends to story, tells experiences

Materials:

Margaret Wise Brown, The Little Fireman, large box for fire truck, hoses, helmets, bell, boots, rain coats (for fireman coats), ladder

Description: Take trip to fire station. Read book. Set up for dramatic play with props listed. Encourage oral language - "Where is the fire? Whose house is it?"

Time: 5 - 30 minutes

Related Skill(s)/Developmental Areas: Format:

Language development — small group
Understanding of community helpers

Evaluation: Which children showed expanded vocabulary? Which children were able to play cooperatively? Were any children unable to cooperate?

Helpful Hints: Keep a list on wall close to fire truck for those waiting a turn. Expect noise!

TITLE: Hats

Purpose: describes object by use

Materials:

Hats and caps of all sorts, ex: helmets (football, pilot), hard hats, baseball cap, man's dress hat, cowboy hat, woman's hat, stocking cap, baby cap, etc.

Description: Hats in a bag. Hold up one. Child(ren) tell what kind of person would wear the hat/cap. If for safety, child(ren) explain purposes.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Vocabulary
Understanding of roles

small/large group

Evaluation: Did any of children not know who wears a particular cap/hat? Which children were able to describe the purpose or use of the hats?

Helpful Hints: Further: classify by men/women; workers; children/adults. Please remember personal hygiene when hats, and similar objects are being shared by children.

****

TITLE: Units For Tots

Purpose: to comprehend descriptive words

Materials:

Varies with the unit

Description: Unit teaching is an organized system in which the teacher selects a topic such as community helpers, transportation, fruits, etc., and develops activities that help children study these topics. Narrow the unit for younger children or children with developmental delays. For instance, instead of community helpers do a unit on the principal at your school. Or instead of fruits, do just apples. Instead of transportation, just work on cars. Instead of houses work on windows.

Time: one week

Related Skill(s)/Developmental Areas:	Format:
Points to common objects when named	large group
Observes environment through the five senses	
Builds simple ideas by comparing and contrasting	

Evaluation: Children should know an apple when they see one.

Helpful Hints: Develop narrow units just as broader ones are done. If you were doing apples, you might cut an apple and smell, touch, taste it. You might make applesauce, baked apples, draw apple trees, plant apple seeds, poke apples full of cloves for spice balls, dry them to make puppet heads, etc.

****

TITLE: Block Play

Purpose: to comprehend location words

Materials:

Unit blocks (ideally, have several sets one small, one medium, one large, avoid blocks with decorations; plain, natural wood is the best)

Description: Present blocks to children. Begin with simple structures. A train, wall, or corral are easy beginning structures. Once children initiate building on their own join their play quietly. Notice their structures. Imitate their structures but add a variation. Comment on the change and move on leaving the children to their play.

Time: 2 - 3 minutes/child

Related Skill(s)/Developmental Areas:

Determines relationships between objects without regard to shape and size
Associates what goes together
Understands positional concepts

Format:

small groups or individual

Evaluation: Notice if children incorporate new ideas into the structures. Keep a notebook on each child in which one category of entry are sketches of block structures. Notice the change over time. Select variations that the child may want to try.

Helpful Hints: Some children will have to be taught how to build and shown how to explore the possibilities of blocks. Design the instruction as a social, cooperative game.

****

TIPS FOR GROSS AND FINE MOTOR

Movement is fundamental to learning. A child who cannot move or cannot interpret movement may experience difficulties in learning. Usually teachers and parents think of movement problems that require therapeutic treatment. But many children have problems with movement because they have not been exposed to activities that help them develop a full range of motor possibilities. The activities in this section are designed to give adults ideas for structuring a complete movement program. It isn't necessary to be a specialist in order to organize and enjoy a movement program with children.

Movement is often divided into fine and gross motor. Fine motor activities refer to those that develop the small muscles in the body. Gross motor activities refer to those that develop the large muscles in the body. In the activities in this section, movement may involve either the large or the small muscles or both. Also, these movement activities usually involve a creative element or a game-playing approach. Movement activities should be fun. Here are some tips to ensure that they are enjoyable for everyone:

1. Present movement activities when children are well-rested and not overly excited. Stop activities before children become fatigued.

2. Use gross motor activities to channel energy. Use fine motor skills to develop quiet concentration.

3. Locate the space for gross motor activities. Large areas are necessary whether the activities are indoors or out.

4. Learn the norms for motor development. Lack of sufficient knowledge about development can lead to expecting too much or too little from children.

5. Allow reluctant children time to decide to participate. Give them time to observe and feel comfortable with group movement activities.

6. Select equipment that children can manage.

7. Emphasize what children can do rather than things they can't do.

8. Build fine motor activities into everyday tasks. Use clean-up, dressing, and meal time as an opportunity to work on fine motor skills.

NOTE: There is no special sequence to the presentation of these activities. Select activities according to the unique needs of your children.

EQUIPMENT/MATERIALS FOR MOTOR

scarfs

cardboard

cord

clothespins

tissue paper

soft wood boards

small tongs, tweezers

colander

carpet squares

clay

styrofoam ball

sponge ball

milk cartons

punching bag

ladder

balance beam

8 - 10' rope

wire coat hangers

balloons

bean bag

puff balls

Baker's clay, paints, brushes

3 1/2' x 4' section of 18" (diameter) tree trunk

carpentry tools

4" x 4" x 16" balsa wood, large headed nails, good tack hammer

poster board, 2 colors

ribbons, 2 colors (same as poster board)

MOTOR (CONT.)

lots of old beads, large shallow pan

plastic jars, pitchers

large man's shoe - different colored shoe strings

plastic jars, pitchers

ACTIVITIES FOR MOTOR

****

TITLE: Ball Friends

Purpose: to handle and catch a rolled ball

Materials:

Large ball

Description: All children sit in a circle facing center. First child tries to roll ball to a designated friend that teacher describes. Continue until everyone gets to participate.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions large group

Evaluation: Teacher observation.

Helpful Hints: Teacher describes children by beginning letters of name, color of clothes or hair, eyes, etc.

****

TITLE: Kicking Balls

Purpose: to kick a large ball

Materials:

Ball - large utility 6" to 8"

Description: Have each child kick a ball to a designated spot marked by an "X" along a chalk-lined path.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

small group

Evaluation: Teacher observation.

Helpful Hints: Variation: to kick a whiffle football off a tee.

TITLE: Round and Round the Village

Purpose: to participate in movement to music

Materials:

None

Description: Sing this song or chant lyrics using different ways of moving around a village.

Let's fly around the village (pretend to be airplane)
Let's walk around the village (also use jump, hop, skip, or gallop)
Let's drive around the village (pretend to be cars, trucks, buses)
Let's swim around the lake (pretend to do the crawl)
Let's row around the lake (pretend to row a boat)
Let's paddle down the river (pretend to paddle a canoe)

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas:

Format:

large group

Evaluation: Teacher observation.

Helpful Hints:

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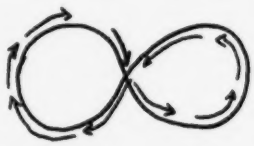
TITLE: Dribbling the Figure 8



Purpose: to bounce a ball

Materials:

Figure 8 with two 4 foot circles
place arrows so the child knows to move around the circle
2 - 3 balls

Description: Ask the child to bounce the ball (first using both hands, graduating to one hand) around the figure 8.

Time: 10 minutes

Related Skill(s)/Developmental Areas:

Following directions

Format:

small group

Evaluation: Teacher observation.

Helpful Hints:

TITLE: Jumping Jacks

Purpose: to jump forward, backward, sideways

Materials:

None

Description: Give the children the following directions: 1) Jump as high as you can. 2) Jump and turn around as far as possible. 3) Jump as far as you can from a (stationary) point. 4) Jump as far backward as you can. 5) Jump as far sideways as you can. 6) Run and jump as far as you can.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions small/large group

Evaluation: Teacher observation.

Helpful Hints:

****

TITLE: Roll and Kick

Purpose: to kick a large ball

Materials:

Ball

Description: Ask the children to make 2 lines and face each other behind a starting point. Say: Roll the ball to the first child in the other line. The first child in the other line kicks it back to the child who rolled the ball. They go to the end of the line and the next two children repeat the activity. At the end of the line, begin again but reverse actions so that the opposite team rolls the ball to the other.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

small/large group

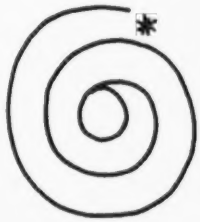
Evaluation: Teacher observation.

Helpful Hints:

TITLE: Spiral Hop

Purpose: to learn to use large muscles by hopping, skipping, jumping

Description: Draw a spiral chalk line on the floor with enough space within spiral for the child to hop, walk and skip. Ask the children to line up on the outside of the spiral (*). The first child moves as directed until he reaches the center.



Time: 10 minutes

Related Skill(s)/Developmental Areas: Following directions

Format: small group

Evaluation: Teacher observation.

Helpful Hints: If the child steps on the line, he may begin over once.

****

TITLE: "X" Marks the Spot

Purpose: to jump in place on both feet, to jump forward and backward

Materials:

Masking tape

Description: Make large "X's" on floor with masking tape about one foot apart. Procedure: 1) Hop with both feet from "X" to "X" 2) Hop on your right foot from "X" to "X" 3) Hop on your left foot from "X" to "X" 4) Hop on one foot to an "X" then jump with both feet to the next "X" 5) Clap hands each time you jump 6) Hop backward from one "X" to another.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Listening

Format: small group

Evaluation: Teacher observation.

Helpful Hints:

TITLE: Musical Ball

Purpose: to participate in musical games

Materials:

Small ball, record player, instrumental record

Description: Players stand in a circle facing the center. A ball is given to one player. When the music begins, the ball is passed from player to player. When the music stops, the player who has the ball in his hands must sit down. The game continues until there is only one player left.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Lengthen attention span large group

Evaluation: Teacher observation.

Helpful Hints: Variation: musical chairs.

****

TITLE: Change Ways

Purpose: to participate in musical games

Materials:

Record player, active instrumental record

Description: Children in single file walk (or skip, slide, gallop, etc.) to music clockwise around the circle. When the music stops, all must turn quickly and walk in a counter-clockwise direction until music resumes.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Listening large group
Following directions

Evaluation: Teacher observation.

Helpful Hints:

TITLE: Punching Bag

Purpose: to learn to move in relation to objects

Materials:

Punching bag made from old pant's leg. Sew bottom of leg closed. Stuff with pillow. Tie top with cord and hang.

Description: Make a punching bag from "old pant's leg" and stuff with pillow or foam rubber, hang from a tree. Each child gets a chance to hit the punching bag.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Taking turns — small group

Evaluation: Teacher observation.

Helpful Hints:

****

TITLE: Ladder Steps

Purpose: to learn to move in relation to objects

Materials:

Ladder

Description: Ask children to form a line behind a ladder (real, painted, or taped on the floor.) 1) Child walks between rungs without stepping on rungs 2) object of game - anyone who touches a rung is out, last one wins 3) variation - walk on the rungs instead of between them.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Balance — small group, large group

Evaluation: Teacher observation.

Helpful Hints: Start slowly - build speed.

TITLE: Catching

Purpose: to catch a large ball

Materials:

One ball for each child - preferably a 6" - 8" utility ball

Description: Each child is to catch and throw the ball without dropping. Say: 1) Throw the ball against the wall (outside building) and catch it. Do it three times 2) throw the ball into the air and clap you hands before catching 3) throw the ball in the air and clap your hands behind your back before catching 4) bounce the ball on the ground three times, turn completely around and catch it.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Visual Perception large group

Evaluation: Teacher observation.

Helpful Hints: To begin this exercise, you might want to substitute a sponge ball for #2 and #3.

****

TITLE: Crawl Through

Purpose: to crawl on hands and knees

Materials:

Large packing boxes (refrigerator, dryer boxes)

Description: Using a knife, cut out tops and bottoms of large boxes; place horizontally end to end - children crawl through the tunnel on tummies, sideways, frontwards, backwards, on backs, etc.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Communication small/large group

Evaluation: The child will be able to follow directions.

Helpful Hints: Variation: use this as a part of an obstacle course.

TITLE: Balance Beam

Purpose: to develop balance (eye-foot coordination)

Materials:

Balance beam

Description: Ask children to line up behind balance beam. Ask each child to perform the following: 1) Walk the beam with arms straight out to the sides 2) walk the beam with arms folded across the chest 3) walk the beam with arms above head 4) walk the beam with hands on hips 5) walk the beam with left hand on hip and right arm straight out to the side 6) walk the beam with right hand on hip and left arm out to side 7) walk the beam with hands on head.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — small/large group
Receptive language

Evaluation: Teacher observation.

Helpful Hints:

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TITLE: Jump

Purpose: to jump

Materials:

8 - 10 ft. rope

Description: Ask the children to perform the following activities: 1) jump over and back while the rope is on the ground (5 times) 2) jump over and back while only the middle of the rope is touching the ground 3) jump over and back while the middle is slightly raised 4) jump over and back while rope is swaying back and forth.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — small/large group

Evaluation: Teacher observation.

Helpful Hints: Teacher should note the progress of the child's smoothness in this activity.

TITLE: Balloon Rackets

Purpose: to coordinate body parts to create a movement

Materials:

Wire coat hanger,
nylon hose,
balloon, tape

Description: Make racket by bending hanger into one of the shapes. Bend hook in to form handle. Stretch the hose over the hanger. Secure hose at handle with tape. Using the racket, the child hits the balloon up in the air or back and forth with a partner.

Time: 10 minutes

Related Skill(s)/Developmental Areas:

Visual Perception
Social/Emotional

Format:

partners or individual

Evaluation: Teacher observation.

Helpful Hints: It may be necessary to tie a knot at the top to tighten the hose.

****

TITLE: Run, Duckie, Run

Purpose: to run smoothly, turning sharp corners and making sudden stops with ease

Materials:

Two chairs for each team

Description: Divide children into two teams (6 - 7 to a team). Each team lines up behind their "home" chair. The object of the game is to get each member of the team from "home" to the other chair first. While they are running, each member will get a direction of which body part to hold (such as: Duckie, hold your nose, ankle, knee, etc.) The first team that makes the complete run from "home" to the other chair and "home" again is the winner.

Time: 5 minutes

Related Skill(s)/Developmental Areas:

Language development
Social skills

Format:

small group
inside or outside

Evaluation: Teacher observation.

Helpful Hints: If the teacher will have the completed runners sit after their "run," it will be less confusing.

TITLE: Barrel Racing

Purpose: to coordinate body parts to create a movement

Materials:

Two chairs

Description: Place two chairs about 12 feet apart. Play galloping music on the record player. Taking turns, the children gallop in a figure eight around the "barrels."

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions small/large group

Evaluation: Teacher observation.

Helpful Hints: Teacher may have to demonstrate a "gallop." The "horse" is disqualified if he runs, or if he knocks a chair over. A cowboy hat will add to the fun if the child wears it as he gallops. Explain this is similar to one of the events in a rodeo.

****

TITLE: Rope Walk

Purpose: to balance

Materials:

Rope

Description: Lay a long length of rope in a curving pattern on the floor. Have the children walk straddling the rope, then on the left side, turning and back down the other side backwards.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Visual Perception small group/large group
Following directions

Evaluation: Teacher observation.

Helpful Hints: If possible, have two ropes so the children will not have to wait too long to participate.

TITLE: Fitness Cube

Purpose: to develop large muscles and coordination

Materials:

6" polyfoam cube, 6 pictures depicting jumping, running, walking, crawling, hopping, skipping, to glue to each side of cube

Description: Prepare the Fitness Cube. The cube is used like dice. Children roll and then they must do the activity pictured on the top of the cube.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Following directions

Format: small group/large group

Evaluation: Teacher observation.

Helpful Hints: Polyfoam may be purchased at surplus stores or upholstery shops and cut with a sharp knife or scissors.

****

TITLE: Jump the Bean Bag

Purpose: to develop jumping skills and coordination

Materials:

Four bean bags

Description: Divide group into two lines. Give the first child in line a bean bag. Ask the child to throw the bean bag on the floor about two feet ahead of himself, jump over it, pick it up, throw it down, and jump over it again until he reaches a marked goal. Start next child when child ahead reaches the goal.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Following directions

Format: small group/large group

Evaluation: Teacher observation.

Helpful Hints: Can be used as a relay activity.

TITLE: Throwing

Purpose: to develop throwing skills

Materials:

8 "puff" balls or sponges

Description: Have children choose partners and line up face - to - face about 4 feet apart. Have the children throw the ball or sponge back and forth to each other.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — small/large group
Visual Perception
Social/Emotional

Evaluation: Teacher observation.

Helpful Hints:

****

TITLE: Log Roll

Purpose: to coordinate body parts to create a movement

Materials:

None

Description: Children lie down on a rug with arms stretched above their heads and legs together, straight and stiff. The body should remain on a horizontal plane as the child pushes with his hips to roll over.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Creative dramatics — small/large group

Evaluation: Teacher observation.

Helpful Hints: While children are rolling, ask the following questions: Can you roll on the rug like logs rolling down a river? Put your arms out straight above your head and press your palms together. Be sure to keep your legs stiff. Now, try to push yourself over without bending your body. I'll give you a start if you need it. Can you keep rolling? Try to roll in a direct line.

TITLE: The Ant Hill

Purpose: to develop dexterity in hand movements

Materials:

None

Description: Teach fingerplay.
Once I saw an ant hill, with no ants about.
So I said, "Little ants, won't you please come out?"
Then as if they had heard my call, 1, 2, 3, 4, 5 came out.
And that was all.
(The right hand with the thumb closed inside is the ant hill. The fingers will be the ants. Lift each finger as it is counted, beginning with the thumb.)

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — large group
Listening

Evaluation: Teacher observation.

Helpful Hints:

****

TITLE: Here is a Bunny

Purpose: to develop dexterity in hand movements

Materials:

None

Description: Teach fingerplay.
Here is a bunny with ears so funny (bend two fingers over thumb)
And here is a "hole" in the ground (make hole with left hand on hip)
When a noise he hears, he pricks up his ears (hold "ears" straight)
And "hops" into his hole so round (hop bunny over and pop in hole)

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Listening — large group

Evaluation: Teacher observation.

Helpful Hints: Discuss what animals live in holes in the ground.

TITLE: Dotted Names

Purpose: to develop beginning handwriting skills

Materials:

Manila paper,
dotted name drawn on each

Description: Child traces along dotted line to complete name.

Time: 5 minutes

Related Skill(s)/Developmental Areas:

Following directions
Eye-hand coordination

Format:

small group

Evaluation: The child will trace lines to complete name.

Helpful Hints:

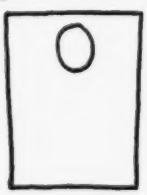
****

TITLE: Draw a Person

Purpose: to draw and reproduce recognizable figure(s)

Materials:

Manila paper with small
circle drawn near top,
crayons



Description: Child will use crayons to draw a picture of themselves, using the small circle as the head.

Time: 10 minutes

Related Skill(s)/Developmental Areas:

Visual Perception
Creative Expression

Format:

small group
independent

Evaluation: The child will draw a figure.

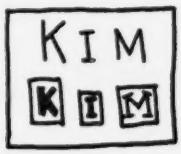
Helpful Hints:

TITLE: Name Game

Purpose: to paste using index finger; to cut out simple objects

Materials:

Manila paper,
magazines, newspaper



Description: Write each child's name on a piece of manila paper in large print. Give each child a magazine to cut out individual letters in their names and paste under their printed names.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — small group

Evaluation: The child will recognize and cut out letters in their names.

Helpful Hints:

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TITLE: Scarf Pull

Purpose: to take out object from a container

Materials:

10 scarves or other "silky" pieces
1 Crisco can covered with contact paper with a plastic lid

Description: Cut a 3/4 inch hole in the plastic lid. Knot tightly the scarfs. Stuff into can with a small end showing through the hole. Child uses palmer grasp to pull scarfs from can.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — independent

Evaluation: Teacher observation.

Helpful Hints: Old sheer curtains cut into pieces hemmed by sewing machine can take the place of scarfs.

TITLE: Clothespin Clamp

Purpose: to develop pincer grasp

Materials:

Coffee can and 6 clothespins per child

Description: Have children open and close their fists three or four times. Ask them to place the clothespins around the coffee can.

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions small group

Evaluation: Teacher observation.

Helpful Hints: To further develop the pincer grasp let the children experiment with tearing stamps (such as magazine stamps), picking up buttons and sorting by color or size, turning an egg beater.

****

TITLE: Dot to Dot

Purpose: to develop beginning handwriting skills

Materials:

Chalk, chalkboard

Description: With children sitting near chalkboard, place a dot on the chalkboard. Give one of the children a piece of chalk and ask the child to put his chalk on the dot. The teacher then makes another dot, to the right of the first dot, and asks the child to draw a line from his dot to the new dot. Make at least five dots and ask child to follow.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Eye-hand coordination small group

Evaluation: Teacher observation.

Helpful Hints: Dot - to - dot shapes, letters, familiar objects, shapes, numerals. Plot dots in a left - to - right pattern to prepare children for reading.

TITLE: Follow the Zig-zag

Purpose: to develop small muscles, eye-hand coordination

Materials:

Tape line on chalkboard in a line
flashlight

Description: Darken the room, each child gets a turn to hold flashlight and follow the zig-zag line "slowly."

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Visual perception small/large group

Evaluation: Teacher observation.

Helpful Hints: If class is large, provide two flashlights and two tapes to minimize waiting.

****

TITLE: Snowball Fight

Purpose: to develop dexterity in hand movements

Materials:

tissue paper (4 or 5 per child)

Description: Explain how snow must be molded and squeezed in their hands to form a tight, small ball. Set rules and a signal for the end of the snowball fight.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Gross motor skills large group

Evaluation: The teacher will observe if children can make tight balls by squeezing the tissue paper.

Helpful Hints: Newspapers may be torn and used if hands can be washed conveniently. Clean-up: all "snowballs" can be thrown into a wastebasket target.

TITLE: Pounding Board

Purpose: to develop skill of holding with one hand and operating with the other

Materials:

Small soft wood boards, large nails, hammer, yarn

Description: Have children pound nails into a board and wrap yarn around the nails to make a design.

Time: 10 - 15 minutes

Related Skill(s)/Developmental Areas: Format:

Creative expression — individual

Evaluation: Teacher observation.

Helpful Hints:

****

TITLE: The Squeeze

Purpose: to develop small muscles through manipulation of tweezers

Materials:

Small tongs, tweezers, small objects such as: cotton balls, small blocks, beads, buttons, beans
Crisco can

Description: Practice squeezing, using small tongs and tweezers, using an open/shut motion. Have each child pick up various small objects with tongs or tweezers and transfer to the can.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Visual Perception — individual/small group
Following directions

Evaluation: Teacher observation.

Helpful Hints: Also practice squeezing using basters and eye droppers. Provide colored water and containers to transfer the water.

TITLE: Toothpick Game

Purpose: to develop small muscles through use of pincer grasp

Materials:

Colored toothpicks, colander

Description: Place a colander upside down on a flat surface. Have the children put colored toothpicks through the holes. The toothpicks disappear!

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas:	Format:
Cognition	individual/small group

Evaluation: Teacher observation.

Helpful Hints: Toothpicks can be sorted by color or counted as they disappear.

****

TITLE: Carpet Chalking

Purpose: to draw and reproduce recognizable figures

Materials:

Chalk, carpet squares per child

Description: Give each child a carpet square and chalk. Have the child draw lines, circles, shapes, letters, or any picture on the carpet square with chalk. Erase with hands or forearms. When finished, pound and pat carpet square outside to clean out chalk dust.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas:	Format:
Creative expression	individual/small group

Evaluation: Teacher observation.

Helpful Hints:

TITLE: "Hide and Seek"

Purpose: to develop grasp and three point grasp (tips of fingers and thumb)

Materials:

Small objects (toys, empty thread spools, buttons, pencils, balls, etc.)
Containers of Easter grass, confetti, dry macaroni, sand, etc.

Description: Hide a small object in the different containers. The child must be able to find the object using the three point grasp.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Tactile perception — individual/small group

Evaluation: Teacher observation.

Helpful Hints:

****

TITLE: Snipping with Scissors

Purpose: to develop small muscles through manipulation of scissors

Materials:

Scissors, clay

Description: Practice "open and close" concept with scissors. Demonstrate the way to snip clay by using the open/close concept.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Creative expression - art — individual

Evaluation: Teacher observation.

Helpful Hints: Have children "cut" clay into a shoe box or plastic container to avoid clay all over the floor area.

TITLE: Star Ornaments

Purpose: to develop small muscles by holding with one hand and operating with other

Materials:

Small styrofoam ball per child
toothpicks, silver of gold spray paint, pipe cleaner (per ornament)

Description: Give each child a styrofoam ball and several toothpicks. Show them how to stick the toothpicks into the ball. Stick a pipe cleaner into each ball for a hanger. Spray with paint.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Creative art — individual/small group

Evaluation: Teacher observation. Child will complete a star ornament.

Helpful Hints: Attach child's name to pipe cleaner before spray painting.

****

TITLE: Finding the Path

Purpose: to develop small muscles by manipulation of scissors, cutting between curved lines

Materials:

Scissors, duplicated papers similar to illustrated:

Description: Demonstrate how you want the pattern cut. Have the children cut right down the path, being careful to stay between the lines.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Visual Perception
Creative Expression — individual/small groups

Evaluation: Teacher observation. The children will be able to cut between the lines.

Helpful Hints: Clean-up can be fun! Have children collect all their scrap paper, wad it up, and "shoot" baskets into the trash can.

TITLE: Pom Pom Grasp Toy

Purpose: to grasp and pull toys using palmer grasp

Materials:

Coffee can with plastic lid
thick elastic
yarn
contact paper

Description: Take off metal ends of can. Cover with contact paper (fold under one inch on one end of can.) Cut piece of elastic same length of can. Cut two slits in plastic lid large enough for elastic to go through. Lace elastic through slits and securely sew. Sew a pom pom to the other end of elastic. Put lid on can. Child pulls pom pom from opening end.

Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Format:

Taking turns — independent

Evaluation: Teacher observation.

Helpful Hints: The elastic attached to the pom pom and lid makes the pom pom pop back into the can when the child lets go.

****

TITLE: Lacing Cards

Purpose: to hold an object with one hand and operate with other

Materials:

plastic lids (such as margarine tub lids)
yarn
paper punch
contact paper

Description: Cut out simple designs (or letters of alphabet) from contact paper. Put one design on each plastic lid. Punch holes around contact paper. Cut a long piece of yarn. Put Elmer's glue on each end (this will make the ends stiff when dry.) Lace with yarn.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Cognitive — small group/independent
Eye-hand coordination

Evaluation: Teacher observation.

Helpful Hints: Lids with letters may be used as flash cards, or used to spell words.

TITLE: Cause and Effect Match Board

Purpose: to develop grasping and pulling skills

Materials:

- 8" x 11" heavy cardboard
- contact paper
- cord
- scissors, knife, pliers, nail
- 2 pair of matching items: such as plastic lids and plastic curlers
- 3" x 4" cardboard

Description: Cover each piece of cardboard with different color contact paper. Cut a hole in two opposite sides of the cardboard. Thread a 12 inch piece of string through each hole. Cut six holes in the large cardboard piece. Make a hole in the middle of each jar lid with a hot nail. Cut the small cardboard in two triangles and make a hole in the middle of each one. Cut three pieces of string 20", 16", and 16". Tie a knot in one end of each one. Put one of each object on a string. Lace each string through two holes. (Lace the longest string through holes at opposite ends of the board.) Thread the matching objects on each string and tie a knot.

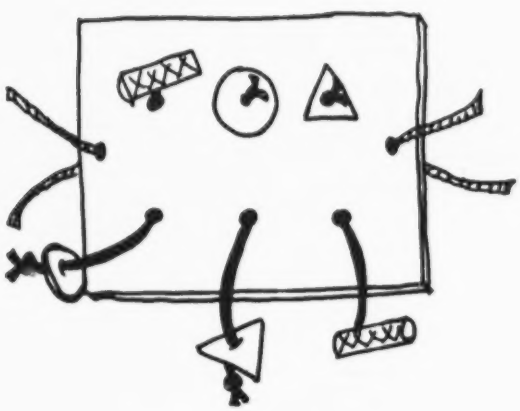
Time: 5 - 10 minutes

Related Skill(s)/Developmental Areas: Visual perception

Format: infant/individual

Evaluation:

Helpful Hints: Tie on the sides of the crib securely. Make sure everything is fastened securely. Other items: yarn pom-poms, wooden spools, rubber balls, soap bottle ends.



TITLE: Making Food For Home Center

Purpose: displays dexterity - molds clay into shapes

Materials:

Baker's clay, cookie sheets, tempera paints, water color brushes

Description: Teacher or class make Baker's clay. After discussion of foods which are good for us children form foods from clay - bake in oven. Next day paint (may have blue eggs!) - and teacher sprays with fixative. Lasts years for use in home center.

Time: 5 - 20 minutes

Related Skill(s)/Developmental Areas:

Language development
Creativity
Health
Social

Format:

individual, small group

Evaluation: Which children were interested in making a product which would belong to the group and not to an individual? What were the foods suggested?

Helpful Hints: Have pictures of foods, plastic models or actual foods for children to identify. Accept efforts even if they aren't recognizable - try to remember what children say they are.

BAKER'S CLAY

You will need:

1 cup of all purpose flour
1/2 cup of salt
About 1/3 cup of water

Mix the salt and flour together in a bowl. Add the water a little at a time. Squeeze the dough with your hands until it is smooth. If the clay-dough gets crumbly, wet your hands with a little water. If the dough gets too wet, sprinkle it with flour and squeeze again. Store the clay-dough in a plastic bag until you are ready to use it.

TO WORK WITH BAKER'S CLAY

Do ALL your modeling and drying on foil. Place the foil on a cookie sheet or pie pan. It will be easier to handle.

TO COLOR BAKER'S CLAY

There are three ways to color clay-dough:

1. You can add food coloring to the water before mixing.
2. You can add food coloring to the clay-dough after you put it in the plastic bag. Squeeze the bag until the color is mixed into the dough.
3. You can make something out of clay-dough first and color it with felt-tip markers or water colors after the object is dry.

TO DRY BAKER'S CLAY

Objects can be dried in the air, or more quickly in the oven.

Oven drying:

Place the object in a slow, 225°, oven with the door closed. Bake small, thin objects for about fifteen minutes on each side. Bake thick objects for about one hour on each side.

If you want the things you make to last, brush them with two or three coats of clear nail polish after they are dry. THIS IS A TEACHER'S JOB . . .

TITLE: Five Little Monkeys

Purpose: to develop small muscles

Materials:

None

Description: Teach fingerplay.

Five little monkeys sitting in a tree (hold up number of fingers)
Along came an alligator quiet as could be. (alligator - palms together)

Na-na-na-na-na-na, Na-na-na-na-na-na!! (wave hand)
You can't catch me!

SNAP!!! (clap)

Four little monkeys.....
Three little monkeys.....
Two little monkeys.....
One little monkey.....

No little monkeys sitting on a tree
Along came an alligator fat as it can be (deep voice)
(alligator - fingers together "fat" with thumbs touching)

Time: 5 minutes

Related Skill(s)/Developmental Areas:

Memory skills
Following directions

Format:

large format

Evaluation: Teacher observation

Helpful Hints:

****

TITLE: Roly-Poly Caterpillar

Purpose: to develop dexterity in hand movements

Materials:

None

Description: Teach fingerplay.
Roly-poly caterpillar (walk finger across left palm)
Into a corner crept, (fold up fingers of left hand over caterpillar)
Spun around himself a blanket, (make winding motion around hand)
Then for a long time slept (pretend to sleep; close eyes)
Roly poly caterpillar (pretend to wake, open eyes)
Awakening by and by
Found himself with beautiful wings (put thumbs together, flutter fingers like wings)
Changed to a butterfly (fly the butterfly away)

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Listening — large group

Evaluation: Teacher observation.

Helpful Hints:

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TITLE: Chalk Circles

Purpose: to copy "circle" strokes in developing beginning handwriting skills

Materials:

Chalk, chalkboard

Description: Each child takes turn at chalkboard. Let child hold chalk with preferred hand. Ask them to draw a large circle (about 12 inches in diameter) on the board in a continuous movement. Ask them to draw another in the reverse direction. Give each child a count of 10 to make both circles.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Following directions — small group

Evaluation: Teacher observation.

Helpful Hints: After mastery, have them take a piece of chalk in each hand and make two large circles at the same time.

TITLE: Statues

Purpose: control over body

Materials:

None

Description: Even young children can enjoy this old game if the adult swings gently, holds on until the child has some control. Some will consistently embellish their "falls" with dramatic effects. That's okay!

Time: 3 - 8 minutes

Related Skill(s)/Developmental Areas: "Frozen", stiff

Format: individual, large group

Evaluation: Were all of the children willing to play? Which children don't hold their statue but change as they see how others "fall?" Do these same children show dissatisfaction in their performances in other ways?

Helpful Hints: Older children (kindergarten - maybe 4's) may try to be the adult. Keep an eye on them. Some are not conscious of how strong they are and swing and let go, flinging a smaller child into the air. Good opportunity for them to develop awareness of own strength and responsibility for their friends. Couch directions in a manner that isn't a put down.

****

TITLE: Here is a Beehive

Purpose: to develop dexterity in hand movements

Materials:

None

Description: Teach fingerplay.

Here is a beehive (make a beehive with fists)
Where are the bees? (pretend to look around for them)
Hiding inside (try to see inside the beehive)
Where nobody sees!
Soon they come creeping (unlock fists slowly)
Out of the hive
1, 2, 3, 4, 5 (extend fingers one at a time)
BZZZZZZZZZZZZZZZZ (flutter hands all around vigorously)

Time: 10 minutes

Related Skill(s)/Developmental Areas: Listening skills

Format: large group

Evaluation: Teacher observation.

Helpful Hints:

TITLE: Balloon Stretch

Purpose: to jump in place on both feet

Materials:

Balloons, string

Description: Hang balloons from the ceiling just out of reach of the children. Have as many balloons as children participating. Count to three slowly as the children stretch. On the count of three the children must return their hands to their sides.

Time: 10 minutes

Related Skill(s)/Developmental Areas: Format:

Social skills — three or four children at a time

Evaluation: Teacher observation.

Helpful Hints: This activity can also be used for specific directions for each child to carry out. Ex.: Mary - hop under the red balloon
Tim - jump up to the blue balloon

****

TITLE: Mr. Turkey (fingerplay)

Purpose: to display dexterity in hand movements

Materials:

None

Description: Teach fingerplay.

Mr. Turkey's tail is big and wide. (spread hands wide)
He swings it when he walks. (swing hands back and forth)
His neck is long, his chin is red. (stroke chin and neck)
He gobbles when he talks. (open and close hand)

Mr. Turkey is so tall and proud. (straighten self up tall)
He dances on his feet. (make fingers dance)
And on each Thanksgiving Day. (hands in prayer)
He's something good to eat. (pat stomach)

Time: 5 minutes

Related Skill(s)/Developmental Areas: Format:

Listening skills — small/large group

Evaluation: Teacher observation.

Helpful Hints:

TITLE: Balsa Beam Nailing Board

Purpose: holds with one hand, operates hammer with other hand

Materials:

4" x 4" piece of balsa (glue two 2" pieces together if can't find 4") about 16" long. Large headed nails about 1 1/2" long. Professional weight tack hammer.

Description: Some 2 1/2 year olds up to 4 year olds without nailing experience profit from just hammering nails into a piece of wood soft enough to allow success.

Time: 5 - 10 minutes depending on attention span

Related Skill(s)/Developmental Areas: Format:

Eye-hand control — individual
Self-esteem building

Evaluation: Is child able to sink nail into the board? Is child consistent in which hand holds the hammer? Is child's dominant eye (note direction head tips) on side with dominant hand?

Helpful Hints: This "log" can hold more nails than people usually think. It is useful until it is entirely filled. Children will continue to hammer nails in when it appears to be completely full.

****

TITLE: Tree Trunk Carpentry

Purpose: provide sawing and nailing experience

Materials:

3 1/2' - 4' section of 18" tree trunk. It is more interesting if a forked piece or part of a branch is left on. Standard sized hammer and 16" crosscut saw (from carpentry table).

Description: Children saw and hammer on tree trunk. No end product except to get nails and ruts into the wood. Many do not get nails in further than 1/2". One log was sawed on for several years before a branch was cut off.

Time: available during free play

Related Skill(s)/Developmental Areas:

Eye-hand Coordination
Large muscle development
Decision making
Sharing

Format:

individual, small group

Evaluation: Are children able to share use of the log? Which children are more adept at sawing? hammering?

Helpful Hints: Depending on the determination of the children using saws these will last from 5 - 10 years before replacement is necessary.

****

TITLE: "Indian Path"

Purpose: walks, crossing midline by crossing over feet

Materials:

Foot prints (trace around children's feet or use a pattern) both left and right. Lay on floor to make a path remembering to "cross-over" occasionally and use a child's step length between foot prints. Fasten to the floor with tape.

Description: Some children will walk the path just to master it. Some may need encouragement to "go on a very quiet Indian walk to see if we can find some food for dinner."

Time: 15 minutes

Related Skill(s)/Developmental Areas: Format:

Creative story making — individual, small or large group
Left/right

Evaluation: Which children were able to keep their balance, follow the steps and cross over their midline? Did any children make up stories?

Helpful Hints: Make left/right different colors, put small dot sticker of appropriate color or use a ribbon for children who need the help in order to match. Might have a "lake" to lay on floor by path or some other prop.

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TITLE: Bowling Alley

Purpose: to roll a ball with both hands; to learn to move a ball in relation to objects

Materials:

10 milk cartons, 1 ball

Description: Stack 10 milk cartons in a pyramid. Have children form a line behind a starting pont. Draw a line to the middle pin on the bottom row, and say: "Roll the ball on the line and see how many cartons you can knock down." Keep count for each child. Give each child three chances.

Time: 10 minutes

Related Skill(s)/Developmental Areas:

Taking turns
Following directions
Eye-hand coordination

Format:

small/large group

Evaluation: Teacher observation.

Helpful Hints: To lessen waiting time, construct two bowling alleys and form two lines. Variation: paint large numerals on five cartons. Line up cartons. Have child roll ball to specific number on carton and try to hit carton. (Cylindrical cans may also be used, i.e. Pringles potatoe chip cans).

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